

A STUDY OF THE STATUS OF THE PRINCIPALS OF THE NEGRO
SECONDARY SCHOOLS OF LOUISIANA FOR
THE SCHOOL YEAR 1953-1954

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A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION, ATLANTA
UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS

BY
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SCHOOL OF EDUCATION

ATLANTA UNIVERSITY
AUGUST, 1954

12 x P-110

ACKNOWLEDGEMENTS

Acknowledgements and appreciations are herewith expressed:
To Mr. J. A. Shelby and Mr. R. A. Brown, Superintendent and
Supervisor, respectively of the Bienville Parish School System;
To Mr. L. L. Kilgore, State Supervisor of Negro Schools; to
Mr. W. Leon Hayes, Principal of Webster High School; to Mrs.
Glennie Shehee, Librarian Coleman High School.

Further, the writer wishes to express his thanks to Dr.
Lawrence E. Boyd, Advisor and Dr. E. K. Weaver, Co-Advisor,
for their direction and guidance throughout the period of the
study.

J. E. W.

Dedication

To

My wife, Nulon E. Williams

and to

My son, Joseph E. Williams, Jr.
My Nephew, Ashton Wilkerson

for their

Inspiration, encouragement, and
assistance during the period
of this research

J. E. W.

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CHAPTER I

INTRODUCTION

Rationale.-- Since the principal has become a key officer in secondary school administration, the question of his professional status is most important. As a local representative of the superintendent, he can render his greatest service to the school system of which his school is an integral part, not by being reduced to the status of a petty intermediary between his school and a host of minor administrative officers subordinate to the superintendent, but as the responsible head of a local institution where he strives to put into execution the policies of the superintendent with due regard for the needs of a particular school. The granting of a generous measure of local autonomy in harmony with the character of the professional influence the principal is expected to wield is therefore fundamental to successful administration in school systems.¹

In most instances as schools continue to grow, more teachers have been employed, and the responsibilities and influence of the principal have expanded. His leadership has broadened; and he has begun to exert a more vital influence on the pupils of the school, the program offered, and relationships in the community. The point has been finally reached, where the principal has been increasingly freed from teaching duties. He is now in a better position to devote his attention to the school as

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Paul B. Jacobson, William C. Reavis and James D. Logadon, Duties of School Principals (New York, 1951), p. 45.

a whole. Such matters as supervision, discipline, organization, public relations, and personnel work have been given more attention. His function has become that of coordinating the efforts of all individuals under his direction, integrating the school as a whole, and devoting attention to professional improvement and progressive programs.

This present research evolved out of the writer's recognition of the crucial importance of the school principal in the educational organization and his desire to ascertain an up-to-date picture of the status and services of the Negro secondary school principals of Louisiana.

The Negro secondary school principal has been a very powerful factor in the social development of the American citizenry. In Louisiana, for more than a half century, the Negro secondary school principal, although often inadequately trained for, as well as totally unfamiliar with, the demands of the principalship, has assumed the role of leadership in many communities. Through the years the Negro secondary school principal has tried to meet the demands of educational leadership by making adequate his training.

This research had for its main purpose the scrutinizing of the record of progress made by the Negro secondary school principals of the state of Louisiana, while pursuing more adequate training to fit them properly for their roles of leadership in their various communities.

Statement of the Problem.--- The problem of this study was to determine the economic background, academic training, professional status, duties and activities of the Negro secondary school principals of Louisiana for the school year 1953-54.

Purpose of the Study.--- The major purpose of this study was to

examine the present status of the principals of the Negro secondary schools of Louisiana as to academic training, socio-economic background, professional background, and the duties performed by these principals.

The purpose of this study is implied in the following specific tasks:

1. To ascertain selected factors of the economic and social background from which are recruited the principals of the Negro secondary schools in Louisiana.
2. To determine the extent of the academic training of the principals of the Negro secondary schools of Louisiana.
3. To determine the extent of the professional training of the principals of the Negro secondary schools of Louisiana.
4. To find out the professional status of the principals of the Negro secondary schools of Louisiana.
5. To determine the extent to which the training of the principals of the Negro secondary schools of Louisiana fits them for the specific administrative and supervisory duties they are called upon to perform.
6. To determine the duties of the principals of the Negro secondary schools of Louisiana.
7. To determine the attitudes of the principals of the Negro secondary schools toward crucial problems in the educational program of the schools.
8. To present significant educational implications with particular emphasis upon the degree of adequacy of the training of the principals of the Negro secondary schools of Louisiana to meet the demands of their jobs.

Definition of Terms.-- The significant terms which were used throughout this study are defined as follows:

1. Training refers to the systematic learning experiences in general and professional education, which constitutes the principal's overall preparation for his job.
2. Professional Status refers to the types or type of certificates held by the principals at the time of this study, together with the scope of official positions held in the professional organizations, local, district and state.
3. Duties refers to the specific things designated by the principal's parish and state school boards for him to perform.
4. Activities refers to the many specific tasks in connection with the administration and supervision of the school which the principal is called upon to perform.

Sources of Data.-- The data presented in this study were secured from a specifically designed questionnaire (validated upon prior similar questionnaires of proved worth which was distributed to the 130 secondary principals of the Negro schools of Louisiana, with 111 of them who returned usable forms. The parish and state school board offices furnished information relative to the certification and qualifications of the principals. Twenty-five principals were interviewed.

Method of Research.-- The Normative-Survey Method of research, employing the questionnaire, school visitation and interviews, was used in this study. The School Board records of certain selected parishes were used to gather pertinent data for the study.

Description of Subjects.-- The subjects of the research were the one

hundred eleven Negro secondary school principals of Louisiana who are employed in high schools with enrollments from seventy-five to two thousand five hundred pupils, and in centers with the population ranging from one hundred fifty inhabitants to three hundred thirty thousand inhabitants. Since these subjects comprised the majority of the principals of the Negro high schools of Louisiana, the research covered the entire range of the socio-economic, cultural, and educational patterns characteristic of the total secondary school principalship.

Description of Instruments.-- The instruments used to gather data for this study were: questionnaire, interview, school visitation, and records of the Parish Boards of Education throughout the state of Louisiana. The questionnaire contained the following major categories: (a) socio-economic background, (b) academic and professional training, (c) salaries, (d) experience and tenure, (e) duties and activities and (f) public relations and extra-curricular activities. The items were so constructed on the questionnaire that the subjects could answer most items with a simple check mark. Interview-patterns were so constructed as to get the desired information in the shortest time possible. As the principals were interviewed the answers to items pertinent to the study were recorded by the writer. The school Board Records were almost uniform. Such information as ages, certification, educational training and types of certificates held by the principals were listed on cards in the filing cases. In most offices an individual card could be secured for each principal containing the data pertinent to the study. School visitation was used to see some of the Negro secondary school principals actually at work, checking the various duties and activities as they performed them.

Value of This Study.-- This study should be of value to the Louisiana State Department of Education and to the local parish school boards in evaluating, the training, experience, responsibilities, stability, salaries and community relation programs of the Negro principals employed in the secondary schools of Louisiana. Parish superintendents and other school officials should get an overall view of the administrative and supervisory practices of the Negro secondary school principals of Louisiana. This study should be of great value to the teacher-training institutions and colleges in setting up a more functional and practical curricula for the training of principals.

Method of Procedure.-- The data for this study were gathered, organized, analyzed, interpreted, and presented through the following steps:

1. The related literature pertinent to this study was reviewed, summarized and presented.
2. The subjects were properly contacted and instructed as to the scope and purposes of this study.
3. The questionnaire and checklist which were designed to meet the needs of this study were constructed and validated under the supervision of competent workers in this area of educational research. The questionnaire was tried out on ten principals in my parish and a neighboring parish before sending the questionnaire to all of the Negro secondary school principals. They checked the items on the questionnaire without difficulty, and their responses were adequate in giving the information requested.
4. The interview patterns were structured to obtain with dispatch and efficiency the necessary data where conferences with principals

and school administrators were indicated.

5. The reports of the parish and state superintendents were reviewed to gain data as well as check upon the accuracy and authenticity of data reported on the questionnaires and checklists.
6. The questionnaires and checklists were administered to the entire group of 130 Negro secondary school principals of Louisiana, 111 principals returned the questionnaire properly filled.
7. The returned checklists were checked and rechecked for fulness and accuracy of responses.
8. The data revealed on the questionnaires, checklists, records and reports, and the data and interpretations derived from the interviews were organized and presented in proper tables, figures, and graphs, which were in turn analyzed and interpreted, with reference to frequencies and their respective percents, together with median indices where indicated.
9. The findings, implications, conclusions, and recommendations as derived from the analysis and interpretation of the data are presented in the body of the thesis.

Survey of Literature.--- The writings pertinent to this study have treated Negro Education, certification of teaching personnel, training of teaching personnel, and teacher status. Many writers have devoted much study to the administration and supervision of the secondary school, but few writers have made studies relating to the professional status of the secondary principals of a particular state. Very rare indeed are studies relating to a Negro group of secondary school principals in any southern state.

In 1923, through the United States Office of Education, Dan Harrison

Eikenberry made a study of principals.¹ His study involved 1,510 replies from one type of questionnaire and 1,123 from another.

A national standard for the scientific analysis of the status of principals seemed to have been set up by this study.² The most significant findings of this study were:

1. One-thirds have had graduate work.
2. Two-thirds have Bachelor's degrees.
3. Nearly one-fifth have Master's degrees.
4. High school administration was the most valuable study, Meaning that the principals though this subject helped them more than any other subject, in their work.
5. Almost one-fifth entered the principalship without previous educational experience.
6. The majority of the principals were hired for 9 or 10 months.
7. More than one-fourth of all the principals have supervision over elementary and more than one-fifth over Junior High School.

In 1928, Daniel W. Kanoy made a study of the principalships in Union Schools North Carolina.³ He studied 349 schools where the high school and elementary were supervised by the same principal. His study included the age, mental, administrative and supervisory duties, academic and professional training. He found that the median principal of Union was a married man. The ages of the principals ranged from 23 to 70 years, a

¹ Eikenberry, Dan Harrison, Status of High School Principals, Washington, United States Office of Education, Bulletin No. 24, pp. 1-4.

² Ibid., p. 5.

³ Kanoy, Daniel W., A Study of the Principalships in Union Schools of North Carolina, Unpublished Masters Thesis (Duke University, 1928), p. 62.

few over 45 years of age. Most held bachelor's degrees. principals taught most of the day.

A very extensive study of the status of Junior High Schools was made by Frank Kale Foster, through the United States Office of Education in 1928.¹ Foster divided the country into geographical divisions, with the following facts revealed:²

1. That 92 per cent of the Junior high school principals were married.
2. That 62.2 per cent of the junior high school principals have children.
3. That 76.6 per cent of the junior high school principals hold bachelor's degrees, 38 per cent masters degrees, 3.6 per cent doctors degrees.
4. That the Pacific States had the highest number of masters degrees, which was 44.8 per cent.

McBride³ made a study of the Negro high school principals of the state of Louisiana in 1931. The findings were as follows:⁴

1. That the tenure of the Negro high school principal in his present position was 3.0 years.
2. That the Negro principal had 14.5 years of total experience.
3. That the Negro principals received an annual salary of \$964.
4. That the Negro principals taught 5 periods per day.

¹
Foster, Frank Kale, The Status of the Junior High School Principal in the United States (Washington, 1930), pp. 13-37.

²
Ibid., pp. 13-37.

³
McBride, Robert S., Status of Negro Principals in Louisiana for the School Year 1930-31, Master's Thesis, 1931, Louisiana State University, p. 38.

⁴
Ibid., p. 39.

5. That the median enrollment of his school was 37 students.
6. That he had 4.1 teachers under his supervision.
7. That the Negro principal held the Type B certificate followed by the Type K.
8. That the Negro principal's school was not accredited by the State Department of Education.
9. That the majority of Negro principals received their undergraduate training in Louisiana.
10. That only 46.7 per cent of the Negro principals of Louisiana held the bachelor's degree.
11. That the bachelor's degree or successful teaching was required for the principalship.
12. That the Negro principal had no specific salary scale.
13. That the Negro principal did not receive compensation to receive higher education out of Louisiana.

Kyte¹ in his book states that:

If the principal is the professional head of a school, he is accountable for its success. Consequently he is responsible for all persons at work in it in any capacity whatsoever. Obversely, they are responsible to him in everything they do in the school and for the results obtained. First, and above all else, he is responsible for the safety, welfare, and development of the children enrolled in the school. Secondly, he is responsible for the welfare of the teachers and their professional success. Thirdly, it is his duty to utilize to the utmost the valuable services to children and to teachers which may be rendered by other supervisory officers. Fourthly, he is responsible for the obtaining of the maximum assistance from all auxiliary agents. Fifthly, he is responsible for the promotion of the best interests of the children in numerous ways, as indicated in the subsequent treatment of his duties and responsibilities.

¹

George C. Kyte, The Principal at Work (New York), p. 12.

Deer¹ writing on the increasing importance of the school principal stated:

As a result of this increase in administrative and organizational demand on his time, the principal has very gradually but very surely come to assume responsibility for the professional supervision and the professional leadership of the entire faculty. It must be said to his credit that he has assumed this leadership on his own initiative. There has never been any legal delegation, of leadership responsibility to him, if indeed there could be. Nor has there usually been any formal assignment of such duties from his superintendent or school board. Often there was even little encouragement or recognition from his superior officers.

To have effective group work there must be leadership, and leadership is meaningless unless it has direction. Without leadership each person tends to over emphasize isolated and highly specialized learning. Many of these people do not have leadership ability, gradually loose professional ambition and cease to develop in their jobs. The agent who has the chief responsibility for direct leadership in a school is the principal.²

In order to provide a background and setting for efficient practices, the principal must show much ability in the professional leadership of pupils, teachers, and the public. If he keeps his old practices or adopts new ones without the guiding vision of adequate professional leadership, the situation becomes a case of the blind leading the blind.³

According to Jacobson, Reavis, Logsdon, the principal should be a student of educational problems. He should find time for the analytical

¹ George H. Deer, "The Increasing Importance of the School Principal's Leadership," The Boardman, Edited by Fred G. Thatcher (Baton Rouge), pp. 28-31.

² Thomas H. Briggs, Improving Instruction (New York, 1938), p. 68.

³ N. William Newsom and H. Emerson Langfitt, et al, Administrative Practices in Large High Schools (New York, 1940), p. 40.

study of his duties and responsibilities and the appraisal of work and activities of his school.¹

Such statements as "The principal is an educational engineer and "As the principal, so is the school"² are indeed true for he serves in many roles. As an educational engineer, the principal acts as an organizer, as a supervisor, and as a manager.

Oliver³ commenting on the importance of the principalship states:

Because of his position of leadership in the individual school, the principal is the strategic person in any program designed to improve it. As the responsible head of the basic educational unit, he occupies a position of great importance to the community and profession. He is the person to whom the community looks for advice and leadership on educational matters. He is the one to whom the teachers and pupils look for leadership and guidance in developing a program which better meets the needs of the children and the community. He creates the educational climate for the school and community, and either retards or expedites the program of change and adjustment.

Another traditional concept is the concept of the principal as an authoritarian leader. This must give way to the newer concept of democratic leadership...Today the successful principal must not only be a good administrator and organizer, but he must be well versed in democratic procedures and techniques of leadership and have a sound understanding of the social and psychological implications of education.

The school principal must achieve the desired aims through guidance and direction, rather than authority. His is the responsibility for implementing the principles of learning and democratic procedures in the process of organizing and administering his school.

Wood⁴ emphasized the important position held by the secondary school

¹

Paul B. Jacobson, William C. Reavis and James D. Logsdon, Duties of School Principals (New York, 1951), p. 754.

²

Ellwood P. Cubberly, The Principal and His School (New York, 1923), p. 15.

³

W. A. Oliver, "The Changing Role of the Principal," The School Executive (September, 1952), p. 91.

⁴

Chester W. Wood, "The Principal as a Responsible Leader," The National Association of Secondary School Principals, Bulletin No. 153 (April, 1948), p. 155.

principal in these words:

In order to be accepted as a qualified colleague and co-worker, the principal must have an adequate conception of his job and be ready and able to take responsibility and demonstrate competence. If he is cheerful, honest, and frank, he can do much to insure the success and consequent job satisfaction of setting up an effective school program.

Edmondson, Roemer and Bacon state "that greater the demands which are placed on the principal, the need for professional training at the graduate level becomes more obvious. Graduate work in education is found among the requirements set up by many superintends and boards of education. Its necessity is evidenced by the increased number of principals who are making preparation in vacation periods."¹

Richey² speaks of teachers fulfilling their professional function in society, thusly:

If teachers are to be professional workers they will need more than the bare necessities of life in order to fulfill their professional functions in society. Unless provisions are made for their continued professional growth, they will be unable to contribute their maximum efforts toward the improvement of living for everyone. This means that their salaries should be adequate to enable them to continue their professional studies, to travel, to provide for cultural, recreational, and civic needs of which they will be able to bring to the classroom increasingly richer experiences.³

The position of the high school principalship is a vital post in the secondary school program. The success of the school not only depends on the principal's leadership but also on his professional training and experience. In a recent study made by Farmer,⁴ it was reported that

¹ J. B. Edmondson, Joseph Roemer, and Francis L. Bacon, The Administration of the Modern Secondary School (New York, 1950), p. 84.

² Robert W. Richey, Planning for Today (New York, 1952), pp. 135-136.

³ F. M. Farmer, "The Public High School Principalship, "Bulletin 154, National Association of Secondary School Principals (April, 1948), p. 90.

more persons enter the high school principalship from high school teaching positions than any other source. The position carries prestige and affords a great opportunity for professional development.

In 1934, Shannon¹ reported on a study of 2,075 cases listed in the Directory of the Department of Secondary School Principals. He found that 4.2 per cent of the principals had no degree; 42.31 per cent had the bachelor's degree; 51.04 per cent had the master's degree. Up to 1932, his data revealed that the bachelor's degree was the one most commonly held; and since this date, the master's degree has been the most commonly held by principals of this organization.

The evidence from this study indicates strongly that the public high school principalship is growing into a professional position. Efforts of accrediting associations have increased the educational requirements for the high school principalship with the result that the position began to assume more importance in the educational field. A bachelor's degree was ample qualification for the earlier principalship even though many did not hold this degree. Not only have the number of principals with higher degrees increased, but many more have also had some educational teaching experience before entering upon the high school principalship.²

Koos³ in his study on teaching loads found that in the state of California that the number of hours taught weekly by secondary school principals

¹ J. R. Shannon, "Academic Training of Secondary School Principals in the United States," Bulletin of the Department of Secondary School Principals (December, 1934), p. 11.

² Ibid., p. 12.

³ Leonard W. Koos, The American Secondary Schools (New York, 1937), p. 701.

were in this order: (1) schools with enrollments of 350 and over, the median hours taught was none; (2) enrollments of 150 to 349 students, the median hours taught weekly was 16.25, (3) in schools with less than 150 students, the median hours taught weekly was 30.0.

An understanding of the homes and other community organizations that affected the formative childhood years of the principals seems to be very essential and basic to an effective evaluation of the Negro secondary school principals of Louisiana. In this connection Young¹ states that, "the family has played an important part in the economic life of most societies. Yet it would be a grave mistake to assume that the form of the family and of marriage is determined solely by economic motives. True, the economic order in many societies is closely linked to the family, but the cohesion of these culture patterns is not inevitable.

Relative to the school-community relations of the principal Kyte² states:

Organizations such as the local Chamber of Commerce, the American Legion, the College Women's Organization, and others furnish to the school and community a broader vision of the community, its problems, needs and assets. The principal may assist these members in recognizing their responsibilities for the general welfare.

Principal-teacher relationship is very important in a school program. Other school relationships, to a great extent, depend upon this one.

Morgan and Kline³ list four factors that are necessary in attaining unity of feeling in an organization of people:

¹ Kimball Young, An Introductory Sociology (New York, 1950), p. 235.

² George C. Kyte, The Principal at Work (Atlanta, 1952), p. 463.

³ Evans Morgan and Erwin Cline, Systematizing the Work of the School Principal (New York, 1930), pp. 216-219.

1. Common knowledge and agreement as to the aims of organization and as to the means of attaining them.
2. A sympathetic understanding of the contribution of one another to the success of the organization.
3. The personal acquaintance of all the members, one with another.
4. Rapport between the executive head and his co-workers.

Within relatively recent years entirely new concepts as to the high school principal's most important field of usefulness have been coming into increasing acceptance, and today a new body of high school principals are carrying these modern ideas into practice in the conduct of our secondary schools. In addition to an adequate administration of their school, they conceive the supervision of instruction and the development of better teaching techniques on the part of the teaching staff to be an important part of the principalship service.

Douglass¹ has this to say regarding the need for supervision:

The growth of the high school, in numbers of pupils and in the concept and scope of secondary, has brought in its train instructional problems which are evidence of the need for a sound program of supervision. The number of high schools in the United States today has increased approximately eight and the number of pupils eleven times over numbers shown by a corresponding date in 1890.

Hughes,² in his study of supervision in 426 high schools concludes:

If the results of this study of the supervision received by 451 high school teachers are representative of the supervision received by teachers in public high schools in general, it may be said that visitation of the teachers at work for purpose of careful and scientific analysis of instruction and subsequent

1

Harl R. Douglass and Charles W. Boardman, Supervision in Secondary Schools (New York, 1934), p. 3.

2

Hughes, J. M., "A Study of High School Supervision," School Review, Vol. 34 (March, 1926), p. 197.

application of the results to the improvement of classroom efficiency, is in a very promary state of development. It will probably remain so as we have complex supervisory organizations with indefinite and vague allocation of responsibilities, duties, and authorities. Improvement may be expected when individuals other than the classroom teacher assume responsibility for efficiency of classroom instruction and its improvement, which are, in some measure, proportionate to the expenditure of time and money for supervisory purposes.

Barr, Burton and Brueckner¹ in discussing the need for supervision states:

Discussion has proceeded so far upon the assumption that supervision is a necessary function or service within the educational organization. Considerable opposition to supervision has been manifested from time to time, but it usually turns out to be a selfish demand for "economy" in school expenditures, or a legitimate criticism of incompetent supervisors. The latter is no argument against supervision but a challenge to growth, or, in some cases, to a change in personnel. This is particularly true of modern supervision which is on the service basis and uses cooperative methods. Opposition to and denials of the value of supervision do not today emanate from any influential source nor from any person of standing in education. Isolated individuals who oppose supervision as such are usually honest, naive individuals who do not know the facts; educators are laymen who do not recognize the technical or professional nature of education and of supervision. A few dishonest individuals oppose supervision for selfish reasons.

Moehlman,² describes the responsibilities of the principal for the facilitation of instruction, in this manner:

1. Placing in operation the course of study, instructions, and standards of achievement, and supervising the formal and informal classroom activities to assure achievement of these standards.
2. Executing the adopted policies, through approved means, as directed by the superintendent, that provide physical and educational

¹

A. S. Barr, William H. Burton and Leo J. Brueckner, Supervision (New York, 1947), p. 36.

²

Arthur B. Moehlman, School Administration (Boston, 1940), pp. 557-558.

advantages under which child and teacher may work to best advantage.

3. Appraising and reporting educational, social, and physical conditions within the school, preparing reports and conducting research, preparing reports, and making suggestions for improvement of conditions.

Thomason¹ speaking of the principal as an executive states:

The principal of a large high school is an executive; a pourer of oil on troubled waters; a counselor to distressed parents; a guide to adolescents who usually have the answers, but not the direction; and a front man for a very large organization. Once in a while he is an educator.

The institution he runs is engaged in the restaurant, publishing, and entertainment businesses, and it also tries to give its students an education that will enable them to live the good life.

The principal must decide what his work is, then work out a daily schedule so he can cover it. He must do certain things to protect himself from spending too much time on affairs that do not contribute markedly to the welfare of the school. For example, not all the mail that is addressed to him needs to reach his desk but can be analyzed and directed by his secretary to others. The principal must also protect himself against constant interruptions by stating, perhaps by a small sign on the door, the hours when parents, faculty, and students may confer with him.

The principal can save much time by having well planned conferences a few times each year with those who manage certain phases of the school.

Kyte² commenting on the principal as the executive head of the school states:

The principal is the executive head of the school to which he is assigned and is directly responsible to the superintendent of schools. In a large school system the principal is directly responsible to the assistant superintendent in charge of instruction and, through him, to the superintendent.

The superintendent of schools delegates clear-cut responsibilities

¹ Thomson, Willis I., "The Principal as an Executive," The Education Digest, Vol. XVIII (November, 1952), p. 26.

² George C. Kyte, The Principal at Work (Boston, 1941), p. 4.

to his assistants in terms of clearly defined functions, together with the authority necessary to fulfill the responsibilities.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Introductory Statement.--- In this chapter will be presented the analysis, treatment and interpretation of the data under the major captions, namely: (1) data on the location and organization of the Negro secondary schools in Louisiana, (2) data on the number, sex and ages of the Negro secondary school principals of Louisiana, (3) data on the socio-economic backgrounds of the Negro secondary school principals of Louisiana, (4) data on the academic and professional training of the Negro secondary school principals of Louisiana, (5) data on the experience, salary and tenure of the Negro secondary school principals of Louisiana, (6) data on the supervisory and administrative duties of the Negro secondary school principals of Louisiana, (7) data on the public relations and extra-curricular programs of the schools of the Negro secondary school principals of Louisiana.

These data were gathered during the school year of 1953-1954. The discussion of these data will proceed in the order indicated above in the subsequent sections of this chapter.

Location According to Parishes of the Negro Secondary Schools in Louisiana, 1953-1954, Cooperating in this Study.--- Table 1, page 21, presents the significant data on the parish-location of the Negro secondary schools of Louisiana which participated in this study. In the state of Louisiana there are 67 parish and city school systems, of which number, 61 participated in this study. The 61 parish and city systems out of the 67 in the state represented 91.5 per cent out of the total possible

TABLE 1

DISTRIBUTION OF THE PARISH-LOCATION OF THE NEGRO
SCHOOLS OF LOUISIANA, 1953-1954

Parishes	No. of Schools	Parishes	No. of Schools
Acadia	2	Morehouse	1
Allen	2	Natchitooches	2
Ascension	1	Orleans	5
Assumption	1	Quachita	4
Avoylles	2	Plaquemine	-
Beauregard	1	Point Coupee	1
Bienville	5	Rapides	2
Bossier	3	Red River	1
Caddo	3	Richland	4
Calcasieu	-	Sabine	3
Caldwell	1	St. Bernard	-
Cameron	-	St. Charles	-
Catahoula	2	St. Helena	1
Claiborne	2	St. James	1
Concordia	2	St. John	1
De Soto	1	St. Landry	2
East Baton R	2	St. Martin	1
East Carroll	1	St. Mary	2
East Feliciana	1	St. Tammany	1
Evangeline	1	Tangiphoa	2
Franklin	2	Tensas	1
Grant	2	Terrebonne	1

TABLE 1 (cont'd)

DISTRIBUTION OF THE PARISH-LOCATION OF THE NEGRO
SCHOOLS OF LOUISIANA, 1953-1954

Parishes	No. of Schools	Parishes	No. of Schools
Iberia	3	Union	4
Iberville	1	Vermillion	1
Jackson	2	Vernon	1
Jefferson	2	Washington	2
Jefferson Davis	2	Webster	3
Lafayette	1	West Baton Rouge	1
La Fourche	1	West Carroll	1
La Salle	1	West Feliciana	1
Lincoln	2	Winn	1
Livingston	-	City of Monroe	1
Madison	2	City of Bogalusa	1
		City of Lake Charles	1
Total	53	Total	58
Schools not in study		Grand Total	111
Percentage 8.5			
Schools cooperating in study			
Percentage 91.5 (by parishes and city units)			

participating parishes and their schools. The parishes in the northern part of the state, such as: Brenville, Bossier, Claiborne, Jackson, Lincoln, Richland, Webster reported more than one school while the southern parishes, except Orleans, and a few others, reported only one school.

Negro Principals Serving in the Secondary Schools of Louisiana, 1953-1954.--- Table 2, page 24, presents the distribution of the principals of the secondary schools of Louisiana by parishes and city systems. It reveals that the total number of principals that gave returns in this research was one hundred and eleven out of the one hundred and thirty Negro secondary school principals in Louisiana. Of the one hundred and eleven principals who participated in this study, ninety-three or 83.8 per cent were men and 18 or 16.2 per cent were women, to show a ratio of six to one in favor of the male principals.

Size of Towns in which Principals are Employed.--- The data of the size of towns or cities in which the Negro high school principals of Louisiana are employed are presented in Table 3, page 26, which reveals the significant facts to follow. Of the total of 111 principals 33 or 29.8 per cent of them are employed in farm or "open country" communities, 31 or 33.3 per cent of the male and 2 or 11.1 per cent of the female principals reported that they were employed on the farm or in "open country." There were 24 or 21.6 per cent of the 111 principals who were employed in towns of 1,500 to 2,500 population, with 21 or 22.6 per cent of the male and 3 or 16.7 per cent of the female principals who indicated they were employed in towns of this size. There were 34 or 30.6 per cent of the 111 principals employed in cities of 2,600 to 10,000 population, with 27 or 29.0 per cent of the male and 7 or 38.9 per cent of the female principals who indicated they were employed in cities of this size. There were 3 or 2.7 per cent of the 111 principals who were employed in cities of 10,500 to 15,000 population, with 2 or 2.2 per cent of the male and 1 or 5.6 per cent of the female principals reporting that they

TABLE 2

DISTRIBUTION OF THE PRINCIPALS SERVING IN THE NEGRO
SECONDARY SCHOOLS OF LOUISIANA, 1953-1954

Parishes	Classification		Parishes	Classification	
	Men	Women		Men	Women
Acadia	2		Morehouse	1	
Allen	2		Natchitoches	2	
Ascension	1		Orleans	3	2
Assumption	1		Quachita	3	1
Avoylles	2		Plaquemine		
Beauregard	1		Point Coupee		1
Bienville	5		Rapides	1	1
Bossier	3		Red River	1	
Caddo	3		Richland	2	2
Calcasieu			Sabine	3	
Caldwell	1		St. Bernard		
Cameron			St. Charles		1
Catahoula	2		St. Helena	1	
Claiborne	2		St. James	1	1
Concordia		2	St. John	1	1
De Soto	1		St. Martin	1	
E. Baton Rouge	2		St. Mary	1	1
E. Carroll	1		St. Tammany	1	
E. Feliciana		1	Tangipahoa	2	
Evangeline	1		Tensas	1	
Franklin	2		Terrebonne	1	

TABLE 2 (cont'd)

DISTRIBUTION OF THE PRINCIPALS SERVING IN THE NEGRO
SECONDARY SCHOOLS OF LOUISIANA, 1953-1954

Parishes	Classification		Parishes	Classification	
	Men	Women		Men	Women
Grant	2		Union	4	
Iberia	2	1	Vermillion	1	
Iberville	1		Vernon	1	
Jackson	2		Washington	2	
Jefferson	2		Webster	3	
Jefferson Davis	1		W. Baton Rouge	1	
Lafayette	1		W. Carroll	1	1
La Fourche	1		W. Feliciana	1	
La. Salle	1		Winn	1	
Lincoln	2		City of Lake Ch	1	1
Livingston			City of Monroe	1	
Madison	1	1	City of Bogalusa	1	
			St. Landry	2	
Total	48	5	Total	45	13
			Grand Total	93	18
			Per cent	83.8	16.2

were employed in cities of this size. There were 17 or 15.3 per cent of the 111 principals employed in cities of 15,500 and over, with 12 or 12.9 per cent of the female and 5 or 27.7 per cent of the male principals indicating that they were employed in cities of this size.

Further, Table 3, shows that 57 or 51.4 per cent of the high school

TABLE 3

DISTRIBUTION OF THE POPULATION OF CITIES AND TOWNS
IN LOUISIANA WHERE THE PRINCIPALS WERE
EMPLOYED IN 1953-1954

Population of City or Town	Classification of Principals					
	Men		Women		Total	
	Number	Per Cent	Number	Per cent	Number	Per cent
Farm or Open Country	31	33.3	2	11.1	33	29.8
1,500 to 2,500	21	22.6	3	16.7	24	21.6
2,600 to 10,000	27	29.0	7	38.9	34	30.6
10,500 to 15,000	2	2.2	1	5.6	3	2.7
15,500 and over	12	12.9	5	27.7	17	15.3
Total	93	100.0	18	100.00	111	100.00

principals for Negroes are employed in the rural areas or small towns, where as 49 or 48.6 per cent of the principals are employed in towns or cities of larger size. Perhaps, the data would appear to warrant the belief that two-thirds or more of these principals are employed in rural situations.

Principals in Louisiana with Combined Negro High Schools and Elementary Schools and Those with High Schools only.-- Table 4, page 27, presents the data on principals of combination elementary and high school and principals of separate and self-contained high schools. 96 or 85.6 per cent of these principals supervised combination elementary and high schools. 15 or 14.40 per cent of them who were principals of separate high school units. It can be seen that the number of principals of Negro secondary schools in Louisiana are in the ratio of 6 to 1 of

TABLE 4

DISTRIBUTION OF THE PRINCIPALS IN LOUISIANA WITH COMBINATION
ELEMENTARY AND HIGH SCHOOLS AND THOSE WITH SEPARATE
HIGH SCHOOLS, 1953-1954

Classification of Schools	Number of Principals	Per cent
Combined High School and Elementary School	96	85.6
High School only	15	14.4
Total	111	100.0

combination elementary and high schools and separate high schools, respectively.

Enrollments of the Schools of the Negro Secondary School Principals of Louisiana, for the school year 1953-1954.--- The data on the enrollments of the Negro secondary schools of Louisiana, for the school year 1953-1954 are presented in table 5, which gives the significant facts that follow. Enrollments ranged from 75 to 2,400 pupils. One school or .9 per cent of the schools had an enrollment of 75 to 90 pupils. Eleven schools or 9.9 per cent had enrollments of 1,000 to 2,499. The median enrollments for all schools were 464.2 pupils. 35 or 31.5 per cent of the schools had an enrollment of 300-499 pupils.

Age and Sex of the Negro Secondary School Principals in Louisiana, 1953-1954.--- In Table 6, page 29, the age range of the principals was 25 years through 61 years of age. This table also reveals that there are 2 or 2.2 per cent of the male principals and 1 or 5.6 per cent of the female principals in the age range of 25-29. The median age for

TABLE 5

DISTRIBUTION OF THE SCHOOLS OF THE PRINCIPALS OF THE NEGRO
SECONDARY SCHOOLS OF LOUISIANA, 1953-1954

Enrollment of Schools	Classification of Principals					
	Men		Women		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
2,500 - above						
1,000 - 2,499	11	11.8			11	9.9
750 - 999	12	12.9	1	5.6	13	11.7
500 - 749	20	21.5	5	27.8	25	22.5
300 - 499	31	33.4	4	22.2	35	31.5
250 - 2,999	7	7.5	2	11.1	9	8.1
200 - 249	4	4.3	1	5.6	5	4.6
150 - 199	5	5.3	3	16.6	8	7.2
100 - 149	2	2.2	2	11.1	4	3.6
75 - 90	1	1.1			1	.9
Total	93	100.0	18	100.0	111	100.0
Mean	674.0		438.9		616.9	

the 18 female principals is 46.5 years; the median age for the men principals is 43.9 years. This indicates that the women principals have a median age of 2.6 years in excess of the men's median age. The median age of all principals is 44.5 years.

Taking into consideration the ratio of women principals to men, this table indicates that the median age of women principals is greater than the median age of the men. It was found that the ages of Negro principals ranged from twenty-five years through sixty-nine. Table 6 therefore, would imply that the possibilities of men obtaining principalships

TABLE 6

DISTRIBUTION OF THE AGE AND SEX OF THE PRINCIPALS OF THE NEGRO
SECONDARY SCHOOLS OF LOUISIANA, 1953-1954

Age	Classification of Principals					
	Men	Per cent	Women	Per cent	Total	Per cent
65-69	1	1.1	1	5.6	2	1.8
60-64	6	6.5	1	5.6	7	6.3
55-59	6	6.5	2	11.1	8	7.2
50-54	8	6.5	4	22.2	12	10.8
45-49	14	15.0	3	16.7	17	15.3
40-44	31	33.3	4	22.0	35	31.5
35-39	15	16.1	1	5.6	16	14.4
30-34	10	10.7	1	5.6	11	9.0
25-29	2	2.2	1	5.6	3	2.7
Total	93	100.0	18	100.0	111	100.0
Mean	42.9		42.0		44.5	
Median	43.9		46.5		40.6	

in the secondary schools are greater beyond the age of thirty than below; possibilities for women are greater beyond the age of thirty-five.

Size of Towns in which Principals were Born.— The data on the size of towns in which the high school principals were born are presented in table 7, page 30, which reveals the significant facts to follow.

Of the total of 111 principals there were 36 or 32.5 per cent who were born on the farm or in "open country," with 32 or 34.40 per cent and 4 or 22.20 per cent of the male and female principals, respectively, who indicated that they had been born either on the farm or in the

TABLE 7

DISTRIBUTION OF THE POPULATION OF THE VILLAGE,
TOWN OR CITY WHERE THE PRINCIPALS OF THE NEGRO SECONDARY
SCHOOLS WERE BORN, 1953-1954

	Classification of Principals					
	Men		Women		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Farm or Open Country	32	34.4	4	22.2	36	32.5
Small town under 2,000	22	23.7	4	22.2	26	23.4
City, 2,000 to 15,000	15	16.1	3	16.7	18	16.2
City 16,000 and over	24	25.8	7	38.9	31	27.9
Total	93	100.0	18	100.0	111	100.0

"open country." There were 26 or 23.40 per cent of the 111 principals who had been born in cities of 2,000 to 15,000 population, with 22 or 23.7 per cent of the male and 4 or 22.2 per cent of the female principals who had reported that they had been born in cities of this size. There were 18 or 16.20 per cent of the 111 principals who had been born in cities of 2,000 to 15,000 population, with 15 or 16.1 per cent of the male and 3 or 16.7 per cent of the female principals who indicated they had been born in cities of this size. There were 31 or 27.9 per cent of the 111 principals who had been born in cities of 16,000 and over population, with 24 or 25.80 per cent of the male and 7 or 38.9 per cent of the female principals who indicated that they had been born in cities of this size.

Further, Table 7 shows that 62 or 55.90 per cent of the principals in the high schools for Negroes in Louisiana had been born in rural or small town situations, where as 49 or 44.10 per cent of these principals were born in towns or cities of larger size. Perhaps, the data would appear to warrant the belief that two-thirds or more of these principals had their birth and early backgrounds in a rural situation.

Marital Status of the Principals.--- The data on the marital status of the principals of the Negro secondary schools of Louisiana are presented in table 8, page 32, which reveal the significant facts to follow.

Of the total of 111 principals, 12 or 10.80 per cent were single, with 4 or 4.30 per cent of the male and 8 or 44.50 per cent of the female principals reporting that they were single. There were 89 or 80.20 per cent of the total of 111 principals married, with 83.0 or 89.20 per cent of the male and 6 or 33.3 per cent of the female principals indicating that they were in this category. Of the 111 principals 10 or 9.0 per cent were widows or widowers, with 8 or 6.50 per cent and 4 or 22.2 per cent of the male and female principals, respectively, who indicated they were widows or widowers.

Further, Table 8 shows that 99 or 89.20 per cent of the principals of the Negro high schools in Louisiana were married or had been married, while 12 or 10.8 per cent of the principals were single. The data seems to warrant that most of the principals of the Negro secondary schools of Louisiana are married persons.

Children of the Negro Principals.--- The data on the number of children of the principals of the Negro secondary schools in Louisiana is

TABLE 8

DISTRIBUTION OF THE MARITAL STATUS OF THE PRINCIPALS OF THE NEGRO
SECONDARY SCHOOLS OF LOUISIANA, 1953-1954

	Men		Women		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Number Single	4	4.30	8	44.50	12	10.8
Number Married	83	89.20	6	33.30	89	80.2
Widow or Widower	6	6.50	4	22.20	10	9.0
Total	93	100.0	18	100.0	111	100.0

given in Table 9, page 33, which reveals the significant facts to follow. Of the 111 principals the number of children ranged from 42 or 37 per cent with no children to 1 or .9 per cent with seven or more children. The median number of children for the male principals was 1.75 per cent while the median number of children for the female principals was 1.3 children. The median number of children of all of the 111 principals was 1.5 per cent children.

The data from Table 9 indicated that the male principals had a greater median number of children than the female principals.

Religious Preferences of the Principals.--- The data on the religious preferences of the principals of the Negro secondary school of Louisiana are presented in Table 10, page 34, which reveal the significant facts to follow. Of the 111 principals 66 or 50.50 per cent were Baptists, with 63 or 67.70 per cent of the male and 3 or 16.7 per cent of the female principals indicating they had this religious preference. Of the 111 principals 26 or 23.5 per cent were Methodists, with 21 or 22.60 per cent

TABLE 9

DISTRIBUTION OF THE NUMBER OF CHILDREN OF THE PRINCIPALS OF THE
NEGRO SECONDARY SCHOOLS OF LOUISIANA, 1953-1954

Number of Children	Classification of Principals					
	Men		Women		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
None	30	32.30	12	66.60	42	37.80
One	23	24.70	2	11.10	25	32.5
Two	19	20.40	2	11.10	21	18.90
Three	7	7.50	1	5.60	8	7.20
Four	8	8.60	1	5.60	9	8.20
Five	5	5.40			5	4.50
Six						
Seven						
Other (more than seven)	1	1.10			1	.9
Total	93	100.00	18	100.00	111	100.00
Median	1.75		1.3		1.5	

of the male and 5 or 27.7 per cent of the female principals reporting that they were of this religious faith. Of the 111 principals 14 or 12.50 per cent were Roman Catholic, with 5 or 5.3 per cent of the male and 9 or 50.0 per cent of the female principals indicating that they were Roman Catholics. Of the 111 principals, 3 or 2.70 per cent were Episcopalians, with 2 or 2.20 per cent of the male principals and 1 or 5.60 per cent of the female principals reporting that they were of this faith. Of the 111 principals studied, 2 or 1.80 per cent were members

TABLE 10

DISTRIBUTION OF THE RELIGIOUS PREFERENCES OF THE PRINCIPALS OF
THE NEGRO SECONDARY SCHOOLS OF LOUISIANA, 1953-1954

Religious Preference	Classification				Total Number Per cent	
	Men Number Per cent		Women Number Per cent			
Baptist	63	67.7	3	16.7	66	50.50
Methodist	21	22.6	5	27.7	26	23.50
Roman Catholic	5	5.3	9	50.0	14	12.50
Episcopalian	2	2.2	1	5.6	3	2.70
Presbyterian	0	0	0	0	0	0
Holiness (Church of God)	2	2.2			2	1.80
Total	93	100.0	18	100.0	111	100.0

of the Holiness Church, with 2 or 2.20 per cent of the male principals reporting that they were Holiness members. No female principals were members of the Holiness Church. Not any of the 111 principals were Presbyterians.

Further, Table 10 shows that 92 or 74.0 per cent of the total 111 principals were either Baptists or Methodists, or nearly three-fourths of the principals have chosen either the Baptist or Methodist denomination. However interesting to note that 9 or 50.0 per cent of the women principals belong to the Roman Catholic Church. This is probably due to the fact most of the women principals are employed in Southern part of the state of Louisiana, where the Roman Catholic Church is widely accepted.

Religious Preferences of Parents.--- The data on the religious preferences of the parents of the principals of the Negro secondary principals of Louisiana are presented in Table 11, page 36, which reveals the significant data to follow. The religious preferences of the parents range from 2 or 1.6 per cent of the parents were Congregationalists to 66 or 45.6 per cent of the parents chose the Baptist denomination. Four or 3.3 per cent of the parents had no religious preference.

Further, Table 11 shows that the majority of the parents (66 or 45.6 per cent) chose the Baptist faith. Next highest rank of the religious preferences of the parents was the Methodist denomination, 27 or 22.8 per cent chose this religious denomination.

Education of Parents of the Principals.--- Table 12, page 37, presents the significant data on the education of the parent of the principals of the Negro secondary schools in Louisiana. Of the parents of the 111 principals, 9 or 8.26 per cent had some college training, with 5 or 5.40 per cent of the male principals' parents and 4 or 22.20 per cent of the female principals' parents indicated that they had some college training. Of the 111 parents of the principals, 18 or 16.51 per cent were high school graduates, with 15 or 16.10 per cent of the parents of the male principals and 3 or 16.7 per cent of the parents of the female principals indicating that they had graduated from high school. Of the 111 parents of the principals 56 or 50.5 per cent had some elementary training with 47 or 50.60 per cent of the parents of the male principals and 9 or 50.0 per cent of the parents of the female principals indicating that they had some elementary education. 25 or 22.9 per cent of the parents of all of the principals had one or two years of high

TABLE 11

DISTRIBUTION OF THE RELIGIOUS PREFERENCES OF THE PARENTS
OF THE PRINCIPALS OF THE NEGRO SECONDARY SCHOOLS OF
LOUISIANA, 1953-1954

	Number*	Per cent
Roman Catholic	14	12.0
Methodist	27	22.8
Presbyterian		
Congregational	2	1.6
Lutheran		
Baptist	66	45.6
Episcopalian		
Holiness (Church of God in Christ)	5	4.2
None	4	3.3
Total	118	99.5

*This column is more than the number of principals, because if both parents of the principals had the same religious preference, the religious preference was listed once for both parents. If parents had a different religious preference, both religious preferences were listed.

school, with 23 or 24.7 per cent of the parents of the male principals and 2 or 11.1 per cent parents of the female principals reporting that they had 1 or 2 years of high school education. Of the 111 parents of the principals, 3 or 2.75 per cent reported that they had no education at all, with 3 or 3.20 per cent of the parents of the male principals indicating that they had no education at all. Not any of the parents

TABLE 12

DISTRIBUTION OF THE LEVEL OF EDUCATION OF THE PARENTS OF THE
PRINCIPALS OF THE NEGRO SECONDARY SCHOOLS IN
LOUISIANA, 1953-1954

	Classification of Principals					
	Men Number	*** Per cent Per cent	Women Number	Per cent Per cent	Total Number	Per cent Per cent
*Parents had College	5	5.4	4	22.2	9	8.26
Parents High School Graduates	15	16.1	3	16.7	18	16.51
***Parents had Elementary Ed.	47	50.6	9	50.0	56	50.5
Parents had 1 or 2 years High Sch.	23	24.7	2	11.1	25	22.94
No Education	3	3.2	0	0	3	2.75
Total	***93	100.0	18	100.0	111	100.0

*Refers to any college training at all.

**Refers to any training in elementary grades.

***Highest training of either of the two parents of each principal was considered.

of the female principals reported that they had no education.

Further, Table 12 reveals that the majority of the parents 56 or 50.5 per cent had some elementary training. Only a small percent had college training, 8 or 8.26 per cent. Only 3 parents had no education at all.

Occupations of Fathers of the Principals.-- The data on the occupations of the fathers of the principals of the Negro secondary schools of Louisiana are presented in Table 13, page 38, which reveals the significant facts to follow. The occupations of the fathers of the 111

TABLE 13

DISTRIBUTION OF THE OCCUPATIONS OF THE FATHERS OF THE
NEGRO SECONDARY SCHOOL PRINCIPALS OF LOUISIANA,
1953-1954

Occupation of Fathers	Classification of Principals					
	Men		Women		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Farmer	44	47.30	5	27.70	49	44.20
Merchant	8	6.50	1	5.60	7	6.30
Carpenter	2	2.20	1	5.60	3	2.70
Contractor	8	8.60	3	16.60	11	9.90
Minister	6	6.50	1	5.60	7	6.30
Doctor	2	2.20			2	1.80
Teacher	6	6.50			6	5.40
Railway Employee	3	3.20			3	2.70
Unskilled laborer	10	10.80	2	11.10	12	10.80
Agent	1	1.10			1	.90
Janitorial services	3	3.20			3	2.70
Real Estate broker			2	11.10	2	1.80
Government and Public Service			2	11.10	2	1.80
Professional Engineer			1	5.60	1	.90
Total	93	100.0	18	100.0	111	100.0

principals of the Negro secondary schools of Louisiana ranged from a low of 1 or .9 per cent of the fathers being a professional engineer to a high of 49 or 44.2 per cent of the fathers being farmers. Of the 111 fathers of the principals 7 or 6.30 per cent were merchants, with 8 or 6.50 per cent of the fathers of the female principals and 1 or 5.6 per cent of the fathers of the male principals who indicated that they were merchants. Of the 111 fathers of the principals 3 or 2.70 per cent of the fathers were carpenters, with 2 or 2.20 per cent of the male principals' fathers and 1 or 5.6 per cent of the female principals' fathers who indicated they were carpenters. 11 or 9.90 per cent of the fathers were contractors, with 8 or 8.60 per cent of the fathers of the male principals and 3 or 16.6 per cent of the fathers of the female principals indicating that they were contractors. 7 or 6.3 per cent of the fathers of the principals were ministers, with 6 or 6.50 per cent of the fathers of the male principals and 1 or 5.60 per cent of the fathers of the female principals who indicated that they were ministers. Of the 111 fathers of the principals, 2 or 1.80 per cent were doctors, with 2 or 2.20 per cent of the fathers of the male principals reporting that they were doctors. Not any of the fathers of the female principals were doctors. 6 or 5.4 per cent of the total number of fathers were teachers, with 6 or 6.50 per cent of the fathers of the male principals, who indicated that they were teachers. Not any of the fathers of the female principals were teachers. 3 or 2.7 per cent of the fathers of the principals were railway employees, with 3 or 3.2 per cent of the fathers of the male principals, who indicated that they were railway employees. None of the fathers of the female principals were railway employees.

Of the 111 fathers of the principals of the Negro secondary schools in Louisiana, 12 or 10.8 per cent were unskilled laborers, with 10 or 10.8 per cent of the fathers of the male principals and 2 or 11.1 per cent of the female principals, who indicated that they were unskilled laborers. 1 or .9 per cent of the fathers of the principals was an agent, with 1 or 1.1 per cent of the fathers of the male principals who indicated this occupation. Not any of the fathers of the female principals were agents. Of the 111 fathers of the principals, 3 or 2.7 per cent of the fathers were janitors, with 3 or 3.2 per cent of the fathers of the male principals indicating that they were janitors. 2 or 1.8 per cent of the fathers were Real Estate Brokers, with 2 or 11.10 per cent of the fathers of the female principals, who indicated that they were Real Estate Brokers. Not any of the fathers of the male principals were Real Estate Brokers. Of the 111 fathers of the principals 2 or 1.80 per cent were employed in government or public service, with 2 or 11.10 per cent of the fathers of the female principals reporting that they were in this type of work. Not any of the fathers of the male principals were engaged in this type of work.

Further, Table 13 shows that the majority (49 or 44.20 per cent) of the fathers of the principals are farmers. Only 8.10 per cent of the fathers were in skilled professions, like doctor, teacher or engineer. After farming the next highest occupation in rank pursued by the fathers were unskilled laborer and contractor. 12 or 10.8 per cent of the fathers were unskilled laborers, while 11 or 9.90 per cent were contractors.

Occupational Status of Mothers of the Principals.— Table 14, page

TABLE 11

DISTRIBUTION OF THE OCCUPATIONS OF THE MOTHERS OF THE PRINCIPALS
OF THE NEGRO SECONDARY SCHOOLS IN LOUISIANA,
1953-1954

Occupation of Mothers	Classification					
	Men		Women		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Farmer	8	8.60	2	11.10	10	9.0
House wife	73	78.40	10	55.60	83	74.80
Teacher	3	3.20	2	11.10	5	4.50
Minister						
Domestic servant	5	5.40	2	11.10	7	6.30
Railway employee						
Agent	2	2.20			2	1.80
Seamstress	2	2.20	2	11.10	4	3.60
Total	93	100.0	18	100.0	111	100.0

41, presents data on the occupational status of the mothers of the principals of the Negro secondary schools of Louisiana, and the significant facts are presented as follows. Of the 111 mothers of the principals of the Negro secondary schools of Louisiana, 10 or 9.0 per cent were farmers, with 8 or 8.60 per cent of the mothers of the male principals and 2 or 11.1 per cent of the mothers of the female principals who indicated that they were farmers. Of the 111 mothers of the principals 83 or 74.8 per cent were house-wives, with 73 or 78.4 per cent of the mothers of the male principals and 10 or 55.60 per cent mothers of the female principals

reported that they were housewives. 5 or 4.50 per cent of the mothers of the principals were teachers, with 3 or 3.20 per cent of the mothers of the male principals and 2 or 11.10 per cent mothers of the female principals who indicated that they were teachers. Of the 111 mothers of the principals, 7 or 6.30 per cent of the mothers were domestic servants, with 5 or 5.40 per cent of the mothers of the male principals and 2 or 11.10 per cent of the mothers of the female principals who indicated that they were domestic servants. Of the 111 mothers of the principals 2 or 1.80 per cent of the mothers were agents, 2 or 2.20 per cent of the mothers of the male principals who indicated that they were agents. Not any of the mothers of the female principals were agents. Of the total number of 111 mothers of the principals, 4 or 3.6 per cent were seamstresses, with 2 or 2.20 per cent of the mothers of the male principals and 2 or 11.10 per cent of the mothers of the female principals who indicated that they were seamstresses.

Table 14, further reveals that the nearly three-fourths of the mothers of the principals were housewives. It is interesting to note that 10 or 9.0 per cent of the mothers were farmers. Only a small per cent of the mothers were in the professions, that is 5 or 4.50 per cent were teachers.

Annual Income of Fathers.-- Table 15, page 43, presents the data on annual income of the fathers of the principals of the Negro secondary schools of Louisiana, and the significant facts are presented as follows. The annual income of the fathers of the principals ranged from 10 or 9.0 per cent with an income of \$0 to \$499 per year, to 5 or 4.60 per cent with a salary of \$4000 or more per year. The median salary or annual income of the fathers of the principals was \$1,600.

TABLE 15

DISTRIBUTION OF THE ANNUAL INCOME OF THE FATHERS OF THE PRINCIPALS
OF THE NEGRO SECONDARY SCHOOLS IN LOUISIANA,
1953-1954

Earnings per Year	Number	Per cent
\$0-499	10	9.0
500-999	30	27.0
1000-1499	23	20.7
1599-1999	14	12.6
2000-2999	18	16.2
3000-3999	11	9.9
4000-and more	5	4.6
Total	111	100.0
Median	\$1,600	1,666

Annual Income of the Mothers.--- Table 16, page 44, presents the data on the annual income of the mothers of the principals of the Negro secondary schools of Louisiana, with the significant facts to follow. The annual income of the mothers of the principals ranged from 74 or 66.60 per cent with a low salary of \$0 - \$449 to 8 or 7.2 per cent of the mothers with annual income of \$2000 to \$3000. The median annual income of the mothers of the principals was \$699.90.

Types of Certificates Held by the Principals.--- The distribution of the types of certificates held by the one-hundred and eleven principals of the Negro secondary schools of Louisiana, as shown by Table 17, page 45, reveals that of the total of the 111 principals 33 or 29.80 per cent

TABLE 16

DISTRIBUTION OF THE ANNUAL INCOME OF THE MOTHERS OF THE PRINCIPALS
OF THE NEGRO SECONDARY SCHOOLS IN LOUISIANA,
1953-1954

Annual Salary	Number	Per cent
\$0-499	74	66.6
500-999	22	19.8
1000-1499	1	.9
1500-1999	6	5.4
2000-3000	8	7.2
Total	111	99.9
Median	\$699.90	

hold I-A certificates, with 28 or 30.10 of the male and 5 or 27.70 per cent of the female principals who indicated that they held the I-A certificate. Of the total 62 or 55.80 per cent, 53 or 56.90 per cent and 9 or 50.0 per cent of the total men and women, respectively hold I-B certificates; of the total 14 or 12.60 per cent, 11 or 11.80 per cent and 3 or 16.70 per cent of the total men and women respectively hold I-C certificates; of the total 2 or 1.80 per cent, 1 or 1.10 per cent and 1 or 5.60 per cent of the men and women, respectively hold 3-A certificates. It is interesting to note that, 62 or 55.80 per cent of the principals hold I-B certificates which represent college graduation and is valid for life for continuous service, and the next largest number of certificates recorded is 33 or 29.80 per cent holding I-A certificates which are issued to applicants holding a baccalaureate degree

TABLE 17

DISTRIBUTION OF THE TYPES OF CERTIFICATES HELD BY THE PRINCIPALS
OF THE NEGRO SECONDARY SCHOOLS IN LOUISIANA,
1953-1954

Type Certificate Held	Classification					
	Men		Women		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
1-A	28	30.10	5	27.70	33	29.80
1-B	53	56.90	9	50.0	62	55.80
1-C	11	11.80	3	16.70	14	12.60
T						
3-A	1	1.10	1	5.60	2	1.80
3-B						
Total	93	100.0	18	100.0	111	100.0

or higher award by an approved college. In addition, the applicant must show at least five years of successful teaching experience.

Colleges and Universities from which Principals Earned Bachelors Degrees.--- Table 18, page 46, revealed that 48 or 32.20 per cent were awarded Bachelor's degrees from Southern University, with 44 or 47.5 per cent and 4 or 23.5 per cent of the male and female principals who indicated that they received their bachelors degrees from this college. Of the total 10 or 9.20 per cent, 9 or 9.80 per cent and 1 or 5.90 per cent of the male and female principals respectively, earned their degree from Leland College; of the total 15 or 13.80 per cent, 13 or 14.1 per cent and 2 or 11.70 per cent of male and female principals respectively, earned their bachelor's degrees from Grambling College. 4 or

TABLE 18

DISTRIBUTION OF THE COLLEGES AND UNIVERSITIES FROM WHICH THE
PRINCIPALS OF THE NEGRO SECONDARY SCHOOLS IN LOUISIANA
RECEIVED THEIR BACHELOR DEGREES, 1953-1954

Colleges and Universities	Classification of Principals					
	Men		Women		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Southern University	44	47.5	4	23.5	48	32.2
Leland College	9	9.8	1	5.9	10	9.2
Grambling College	13	14.1	2	11.7	15	13.8
Dilliard University	4	4.3			4	3.7
Catholic Univ.(D.C.)			2	11.7	2	3.7
Xavier University	1	1.1	4	23.5	5	4.6
*La. Negro Normal	1	1.1			1	.9
Fisk University	2	2.2			2	1.8
Manhattan College			2	11.7	2	1.8
Bishop College	4	4.3	1	5.9	5	4.6
Campbell College			1	5.9	1	.9
Wiley College	7	7.6			7	6.4
Tougaloo	1	1.1			1	.9
Johnson C. Smith	1	1.1			1	.9
Morehouse College	1	1.1			1	.9
St. Marys Univ. (San Antonio, Texas)			1	5.9	1	.9
Lane College	1	1.1			1	.9
Harvard University	1	1.1			1	.9
Total	92	100.0	17	100.0	109	100.0

*Now Grambling College

4.30 per cent of the male principals earned their bachelors degrees from Dilliard University, New Orleans, Louisiana. 2 or 11.70 per cent of the female principals earned their degrees from Catholic University, Washington, D. C. Of the total 5 or 4.60 per cent, 1 or 1.10 per cent and 4 or 23.50 per cent of the male and female principals respectively earned the bachelor's degree from Xavier University, New Orleans, Louisiana. 1 or 1.10 per cent of the male teachers earned the bachelors degree from Louisiana Negro Normal, Grambling, Louisiana. 2 or 2.2 per cent of the male principals earned degrees from Fisk University, Nashville, Tennessee. 2 or 11.70 per cent of the female principals earned degrees from Manhattan College. Of the total 5 or 4.50 per cent, with 4 or 4.30 per cent and 1 or 5.90 per cent of the male and female principals respectively earned degrees from Bishop College, Marshall, Texas. 1 or 5.9 per cent of the female principals earned the bachelors degree from Campbell College. 7 or 7.60 per cent of the men earned their degrees from Wiley College, Marshall, Texas. 1 or 1.10 per cent earned the degree from Johnson C. Smith College. 1 or 1.10 per cent of the men principals earned the degree from Morehouse College, Atlanta, Georgia. 1 or 5.90 per cent of the female principals earned the bachelors' degree from St. Marys' University, San Antonio, Texas. 1 or 1.10 per cent of the male principals earned the degree from Lane College. 1 or 1.10 per cent of the male principals earned the bachelors' degree from Harvard University. It is interesting to note that the largest number of principals, 48 or 32.2 per cent earned their degrees from Southern University. This is the state college of Louisiana.

Colleges and Universities where the Principals Earned Master's Degrees.—

Table 19, page 48, presents the data on where the principals received

TABLE 19

DISTRIBUTION OF THE COLLEGE AND UNIVERSITIES WHERE THE PRINCIPALS
OF THE NEGRO SECONDARY SCHOOLS IN LOUISIANA
RECEIVED MASTER DEGREES, 1953-1954

Colleges and Universities	Classification of Principals					
	Men Per cent		Women Per cent		Total Per cent	
	Number	Per cent	Number	Per cent	Number	Per cent
Columbia Univ.	5	20.8	2	33.2	7	23.3
Atlanta Univ.	5	20.8	1	16.7	6	20.0
Univ. of Nebraska	3	12.5			3	30.5
Michigan State	2	8.4			2	66.6
Univ. of Michigan	1	4.2			1	3.3
Western Reserve	1	4.2			1	3.3
Univ. of Minnesota	1	4.2			1	3.3
Cornell Univ.	2	8.4			2	66.6
Northwestern University	1	4.2			1	3.3
Hampton Inst.	1	4.2			1	3.3
Wayne Univ.	1	4.2			1	3.3
Texas Southern University	1	4.2			1	3.3
Catholic Univ. (D. C.)			1	16.7	1	3.3
Loyala Univ.			1	16.7	1	3.3
University of Southern Calif.			1	16.7	1	3.3
Total	24	100.0	6	100.0	30	100.0

Master's degree. Of the fifteen colleges awarding Master's degrees to the principals, Columbia leads in awarding the number of degrees, 7 or 23.30 per cent of the total of 30 Master's degrees held by the principals. Atlanta University ranks next, awarding 6 or 20.0 per cent of the total of Master's degrees awarded. All of the principals earned Master's degrees outside of the state of Louisiana. This is probably due to the fact, that just recently Louisiana State University permitted Negroes to enter the University for graduate work.

Highest Degrees Held by the Principals.--- Table 20, page 50, presents the data on highest degrees held by the principals of the Negro secondary schools of Louisiana, which gives the significant facts that follow. In each case the highest degree held by the principal is used as a basis for the tabulation. In other words, a person who had both the Master's and Bachelor's degrees was shown as holding the Master's degree. Of the total of one-hundred and eleven principals studied 30 or 27.0 per cent with 24 or 25.80 per cent and 6 or 33.30 per cent of the male and female principals respectively, hold the Master's degree. Of the total of one-hundred and eleven principals, 79 or 71.20 per cent, with 68 or 73.10 per cent and 11 or 61.10 per cent of the male and female principals respectively, hold the bachelor's degree. Of the total of one-hundred and eleven principals 2 or 1.80 per cent, with 1 or 1.10 per cent and 1 or 5.60 per cent of the male and female principals respectively holds no degree. The percentage of female principals holding the Master's degree is slightly higher, than for male principals. This is due to the few cases of female principals holding the principalship in comparison to the male principals. The ratio of the Master's degree held by the men to that of the women is four to one. The total percentage

TABLE 20

DISTRIBUTION OF THE HIGHEST DEGREES HELD BY THE PRINCIPALS OF
THE NEGRO SECONDARY SCHOOLS IN LOUISIANA, 1953-1954

Degrees	Men		Women		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Masters	24	25.80	6	33.30	30	27.00
Bachelors	68	73.10	11	61.10	79	71.20
Less than Bachelors	1	1.10	1	5.60	2	1.80
Total	93	100.0	18	100.0	111	100.0

of the bachelor's degrees held by the female principals is 94.4 per cent. It can be said that of the combined total of one-hundred and eleven principals 98.20 per cent hold bachelor's degrees.

Major Subjects Taken by the Principals.-- Table 21, page 51, presents the data on the major subjects taken by the principals. The significant facts are to follow. Of the 12 major subjects taken by the different principals, only one principal chose each philosophy, French, Music, Industrial Arts. The highest ranking choice of the major subject was Education; 41 or 37.0 per cent of the total of 111 principals, with 31 or 33.4 per cent and 10 or 55.6 per cent of the male and female principals respectively, chose this subject. The next highest ranking subject chosen as a major by the principals was Agriculture, 23 or 20.70 per cent of the principals chose this subject. The third highest ranking choice of a major subject was English, 20 or 18.0 per cent of the total of 111 principals, with 15 or 16.10 per cent and 5 or 27.60 per cent of the male and female principals chose this subject.

TABLE 21

DISTRIBUTION OF THE MAJOR SUBJECTS IN THE PREPARATION OF THE
PRINCIPALS OF THE NEGRO SECONDARY SCHOOLS IN LOUISIANA
1953-1954

Major	Male		Female		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Agriculture	23	24.6			23	20.7
Biology	6	6.5			6	5.4
Chemistry	4	4.3			4	3.7
Education	31	33.4	10	55.6	41	37.
English	15	16.1	5	27.6	20	18.
Mathematics	9	8.6			9	8.1
Social Studies	2	2.2			12	1.8
History	2	2.2			2	1.8
Industrial Arts	1	1.1			1	
Music			1	5.6	1	.9
French			1	5.6	1	.9
Philosophy			1	5.6	1	.9
Total	93	100.0	18	100.0	111	100.0

Minor Subjects of the Principals.-- Table 22, page 52, presents the data on the minor subjects taken by the principals of the Negro secondary schools of Louisiana. Of the eighteen subjects selected as minors by the principals, only one principal chose each, Latin, Music, Physics, Manual Arts, and Industrial Arts. The highest ranking choice of a minor subject was English, 35 or 31.5 per cent of the total number of principals, with 24 or 25.80 per cent and 11 or 61.0 per cent of the male and

TABLE 22

DISTRIBUTION OF THE MINOR SUBJECTS IN THE PREPARATION OF THE
PRINCIPALS OF THE NEGRO SECONDARY SCHOOLS IN LOUISIANA
1953-1954

Minor Subject	Male		Female		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Agriculture	11	11.8			11	8.1
Biology	13	14.0			13	11.7
Chemistry	2	2.2			2	1.8
Education	9	9.6			9	8.26
English	24	25.8	11	61.0	35	31.5
Music	1	1.2	1	5.6	2	1.8
Latin			1	5.6	1	.9
Mathematics	17	18.3			17	15.3
Physical Ed.	3	3.3			3	2.7
General Sc.	2	2.2			2	1.8
Social Studies	3	3.3	2	11.1	5	4.6
History	10	10.8	1	5.6	11	9.0
Physics	1	1.2			1	.9
Manual Arts	1	1.2				.
Industrial Arts	1	1.2			1	.9
Psychology	2	2.2			2	1.8
French	2	2.2	2	11.1		
Rural Education	1	1.2			1	.9
Total	93	100.0	18	100.0	111	100.0

female principals respectively, chose this subject as a minor. Mathematics ranked next, with 17 or 18.3 per cent of the men who indicated this subject as their minor.

Graduate Credits in General Education Courses.--- Table 23, page 54, indicated that twenty-eight or 30.10 per cent and four or 22.2 per cent of the principals have earned two to six hours graduate credits in general education in their graduate training; 16 or 17.50 per cent and 3 or 16.7 per cent of the principals had 7 to 12 semester hours of general education on the graduate level, being male and female principals, respectively; 9 or 9.60 per cent and 2 or 11.10 per cent of the principals had from thirteen to eighteen semester hours of general education on the graduate level, being male and female principals, respectively; 13 or 14.0 per cent and 4 or 22.20 per cent of the principals had 19 and over semester hours in general education on the graduate level, being male and female principals, respectively. 28 or 30.1 per cent and 4 or 22.20 per cent of the principals had no credits in general education on the graduate level, being male and female principals, respectively. Table 23 indicated that 79 of the principals had from 2 to 19 and over semester hours credit in general education courses on the graduate level, 65 being men and 14 being women.

Graduate Credits in School Administration.--- Table 24, page 55, revealed that of the 111 principals, 20 or 21.50 per cent and 5 or 27.70 per cent of the principals had 2 to 6 hours credit in school administration on the graduate level, being men and women respectively; 18 or 19.30 and 5 or 27.70 per cent of the principals had from 7 to 12 hours credit in school administration, being men and women respectively; 7 or

TABLE 23

DISTRIBUTION OF THE GRADUATE CREDITS IN GENERAL COURSES IN EDUCATION EARNED BY THE PRINCIPALS OF THE NEGRO SECONDARY SCHOOLS IN LOUISIANA, 1953-1954

Total Number Graduate Credits in General Ed.	Male		Female		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
No. Credits	28	30.1	4	22.2	32	28.8
2-6 Semester Hrs.	27	29.0	5	27.7	32	28.8
7-12 Semester Hours	16	17.5	3	16.7	19	17.0
13-18 Semester Hours	9	9.6	2	11.1	11	8.1
19 and over Semesters Hours	13	14.0	4	22.2	17	15.3
Total	93	100.2	18	99.9	111	100.0

7.60 per cent or 1 and 5.6 per cent of the principals had from 13 to 18 semester hours credit in school administration on the graduate level, being men and women respectively; 21 or 22.60 per cent and 2 or 11.10 per cent of the principals had 19 and over semester hours in school administration, being men and women respectively; 27 or 29.0 per cent and 5 or 27.70 per cent of the principals had no graduate credit in school administration, being men and women respectively. Table 24 indicated that 79 of the 111 principals had from 2 to 19 and over semester hours in school administration, 66 being men and 13 being women.

Graduate Credits in Supervision of Elementary Subjects.--- Table 25, page 56, presents the data on the graduate training of the principals in the supervision of elementary subjects. Of the total of the one hundred and eleven principals, 28 or 25.20 per cent, with 25 or 26.80

TABLE 24

DISTRIBUTION OF THE GRADUATE CREDITS IN SCHOOL ADMINISTRATION
EARNED BY THE PRINCIPALS OF THE NEGRO SECONDARY
SCHOOLS IN LOUISIANA, 1953-1954

Graduate Hours* in School Adminis- tration	Classification of Principals					
	Male		Female		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
No. Graduate Credits	27	29.0	5	27.70	32	28.80
2 to 6 Hours	20	21.50	5	27.70	25	22.90
7 to 12 Hours	18	19.30	5	27.7	23	20.70
13 to 18 Hours	7	7.60	1	5.60	8	7.20
19 and over	21	22.60	2	11.10	23	20.70
Total	93	100.0	18	99.80	111	100.30

*Semester hours.

per cent and 3 or 16.60 per cent of the male and female principals respectively, had from 2 to 6 hours of graduate training in the supervision of elementary subjects. 13 or 11.7 per cent of the principals had from 7 to 12 semester hours of graduate training in the supervision of elementary subjects, with 10 or 10.70 per cent and 3 or 16.60 per cent of the male and female principals, respectively, who indicated they had the same amount of semester hours (7 to 12). There were 29 or 26.10 per cent of the 111 principals, with 28 or 30.10 per cent and 1 or 5.60 per cent of male and female principals, respectively, who indicated they had 13 to 18 semester hours, of graduate training in the supervision of elementary subjects.

TABLE 25

DISTRIBUTION OF THE GRADUATE CREDITS IN SUPERVISION OF ELEMENTARY
SCHOOL SUBJECTS EARNED BY THE PRINCIPALS OF
NEGRO SECONDARY SCHOOLS IN LOUISIANA,
1953-1954

Graduate Credits in Supervision of Elementary Subjects	Classification of Principals					
	Male		Female		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
No. Graduate Credits						
2 to 6 Hours	27	29.2	10	55.6	37	33.3
7 to 12 Hours	25	26.8	3	16.6	28	25.2
13 to 18 Hours	10	10.7	3	16.6	13	11.7
19 and over	28	30.1	1	5.6	29	26.1
	3	3.2	1	5.6	4	3.7
Total	93	100.0	18	100.0	111	100.0

4 or 3.70 per cent of the principals, with 3 or 3.20 per cent and 1 or 5.60 per cent of the male and female principals, respectively, who indicated that they had 19 or over semester hours of graduate training in the supervision of elementary subjects. 37 or 33.30 per cent of the principals, with 27 or 29.20 per cent and 10 or 55.60 per cent, of male and female principals respectively, who reported that they had no graduate training in the supervision of elementary subjects. Summarizing Table 25, we can see that out of the total of 111 principals 66 or 59.5 per cent had from 2 to 19 and over semester hours training in the supervision of elementary subjects.

Principals Having Training in Extra-Curricular Activities.--- Table 26, page 57, reveals the data on the principals having training in extra-

TABLE 26

DISTRIBUTION OF THE PRINCIPALS, HAVING TRAINING IN EXTRA-CURRICULAR ACTIVITIES, OF THE NEGRO SECONDARY SCHOOLS IN LOUISIANA, 1953-1954

Type of Activity	Classification of Principals					
	Male		Female		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Assemblies	50	11.1	10	14.5	60	12.5
Athletics	27	6.7	2	2.9	29	6.4
Banking	28	7.0	3	4.4	31	6.8
Boy or Girl Scouts	17	4.2			17	3.6
Class Adviser	21	5.2	10	14.5	31	6.8
Club Activities	17	4.2	2	2.9	19	4.0
Commencements	68	16.6	10	14.5	78	14.4
Debating	16	4.0			16	3.5
Dramatics	13	3.2	9	13.0	21	4.5
Girl Reserves						
Glee Clubs	8	1.9	2	2.9	10	2.1
Home Room	15	3.7	7	10.0	22	4.7
Honor Societies	7	1.7	2	2.9	9	1.9
Orchestra	5	1.3				
Red Cross	55	13.7	4	5.8	59	12.5
Student Council	40	10.0	4	5.8	44	9.5
Y. W. C. A. or Hi-Y	7	1.7			7	1.5
None	8	1.9	2	2.9	10	2.1
Total	*402	100.0	69	100.0	471	100.0

*Total is more than the number of Principals as some principals reported that they had training in more than one activity.

curricular activities. The principals reported that they had training in more than one activity. Of the 17 extra-curricular activities listed in which they had training; those having training ranged from a low of 7 principals in Y. W. C. A. or Hi-Y to a high of 60 principals having had training in assemblies. 10 or 9.0 per cent of the total or 111 principals, reported that they had no training in extra-curricular activities.

How Principals Entered the Principalship.--- Table 27, page 59, reveals the data on how the principals entered the principalships. Of the 111 principals 17 or 15.30 per cent, with 13 or 14.0 per cent and 4 or 22.20 per cent of the male and female principals, respectively, were first recommended by the supervisor of schools. 9 or 8.20 per cent, with 8 or 8.60 per cent and 1 or 5.60 per cent of the male and female principals respectively were recommended by the principal where they taught. 43 or 38.6 per cent of the total of 111 principals, with 37 or 39.70 per cent and 6 or 33.30 per cent of the male and female principals, respectively, were first recommended by the superintendent of schools. 18 or 16.20 per cent, with 13 or 14.0 per cent and 5 or 27.80 per cent of the male and female principals respectively, were first recommended by a school board member. 9 or 8.10 per cent of the total number of principals, with 7 or 7.50 per cent and 2 or 10.80 per cent of the male and female principals, respectively, were recommended by a citizens group. 10 or 9.0 per cent, with 10 or 10.8 per cent of the male principals, were recommended by a State Department Official. 5 or 4.60 per cent of the total number of principals, with 5 or 5.40 per cent of the male principals, and 0 per cent of the female principals were first recommended by a college head or a college teacher. Table 27, further reveals that

TABLE 27

DISTRIBUTION OF HOW PRINCIPALS ENTERED THE PRINCIPALSHIP
OF THE NEGRO SECONDARY SCHOOLS, 1953-1954

Who First Recommended You	Classification of Principals					
	Male		Female		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
a. By Supervisor of Schools	13	14.0	4	22.2	17	15.3
b. By your Own Principal where You Taught	8	8.6	1	5.6	9	8.2
c. By the Superintendent of Schools	37	39.7	6	33.3	43	38.6
d. By a School Board Member	13	14.0	5	27.8	18	16.2
e. By a Citizens Group	7	7.5	2	10.8	9	8.1
f. By a State Department Official	10	10.8	0		10	9.0
g. By a College Head or Teacher	5	5.4	0		5	4.6
Total	93	100.0	18	99.7	111	100.0

the largest number of the principals, 43 or 38.60, per cent were first recommended by the superintendent of schools. Only a small number 5 or 4.60 per cent of the total number of principals were first recommended by a college head or teacher.

Time of Training for the Principalship.— The data concerned with time of training for the principalship is presented in Table 28, page 60, which reveals that 28 or 15.20 per cent of the total of the 111

TABLE 28

DISTRIBUTION OF THE TRAINING FOR THE PRINCIPALSHIP OF THE
PRINCIPALS OF THE NEGRO SECONDARY SCHOOLS OF
LOUISIANA, 1953-1954

Time of Training	Classification of Principals					
	Male		Female		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Received Training before entering Principals	25	26.9	3	16.6	28	15.2
Received Training after entering Principals	68	73.1	15	83.4	83	84.8
Total	93	100.0	18	100.0	111	100.0

principals, with 25 or 26.90 per cent and 3 or 16.60 per cent of the male and female principals, respectively, who indicated that they received training for the principalship before entering the principalship. 83 or 84.80 of the total of the 11 principals, with 68 or 73.10 per cent and 15 or 83.40 per cent of the male and female principals, respectively, who indicated that they received training for the principalship after being employed as principal. It is interesting to note that over three-fourths of the principals received training for the principalship after accepting the position as principal.

Combined Teaching and Administrative Experience of Principals.--- Table 29, page 61, presents the total experience of the principals of the secondary schools of Louisiana. The median total experience of the male principals is 18.3 years; the median total experience of the female principals is 20.4 years. This indicates that the female principals

TABLE 29

DISTRIBUTION OF THE COMBINED ADMINISTRATIVE AND TEACHING
EXPERIENCE OF THE PRINCIPALS OF THE NEGRO SECONDARY
SCHOOLS OF LOUISIANA, 1953-1954

Years of Experience	Classification of Principals					
	Men		Women		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
20 - 24	42	45.1	11	61	53	47.6
15 - 19	19	20.4	4	22.2	23	20.7
10 - 14	18	19.6	1	5.6	19	17.2
5 - 9	9	9.6	1	5.6	10	9.1
0 - 4	5	5.3	1	5.6	6	5.4
Total	93	100.0	18	100.0	111	100.0
Mean	16.5		18.4		15.9	
Median	18.5		20.4		21.4	

have a median total experience of 2.1 years in excess of the men. The median total experience of the combined total number of principals is 18. __ years. Table 19 indicates that the women Negro principals in the secondary schools of Louisiana have more total experience than the men. Taken as a whole, it would therefore imply that the total years of experience of the men and women Negro principals is sufficient enough to warrant belief that the Negro secondary schools of Louisiana are being administered by persons who have been in the field of education for enough years to have acquired adequate background of experience.

Types of Experience Previous to Occupying the Principalship.-- Table 30, page 62, reveals the types of experiences of the principals before occupying the principalship. 61 or 34.7 per cent of the total number of

TABLE 30

DISTRIBUTION OF THE TYPES OF EXPERIENCE PREVIOUS TO OCCUPYING
THE PRINCIPALSHIP BY THE PRINCIPALS OF THE NEGRO
SECONDARY SCHOOLS OF LOUISIANA, 1953-1954

Type of Experience	Men		Women		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Elementary Class Room Teacher	54	34.4	7	31.6	61	34.7
High School Teacher	54	34.4	8	42.3	62	35.2
Elementary Principal	5	3.2	2	10.5	7	3.9
High School Principal	28	17.8	1	5.3	29	16.5
Assistant Principal	10	6.4	1	5.3	11	6.3
County Supervisor	0	0	0	0	0	0
College Teacher	6	3.1	0	0	6	3.4
*Total	157	99.3	19	95.0	176	100.0

*Total is greater than number of principals as some had more than one type of experience.

principals with 54 or 34.40 per cent and 7 or 31.6 per cent of the male and female principals, respectively were elementary teachers before occupying the principalship. 62 or 35.20 per cent, with 54 or 34.0 per cent and 8 or 42.30 per cent of the male and female principals, respectively, were high school teachers before becoming principals. 7 or 3.90 per cent, with 5 or 3.20 per cent and 2 or 10.5 per cent, of the male and female principals respectively, were elementary principals before occupying the principalships of the secondary schools. 29 or 16.50 per

cent, with 28 or 17.80 per cent and 1 or 5.30 per cent of the male and female principals respectively, were high school principals before taking their present principalships. 11 or 6.30 per cent, with 10 or 6.40 per cent and 1 or 5.3 per cent of the male and female principals, respectively, were assistant principals before occupying the principalship. 6 or 3.40 per cent of the total number of principals, with 6 or 3.10 of the male principals were college teachers before occupying the principalship.

Table 30, further reveals that the total of those who were high school teachers and high school principals is 82 or 52.2 per cent.

Tenure of Principals in Present Positions.— It is shown in Table 31, page 64, that the principals of the Negro secondary schools in Louisiana, have a mean tenure of 9.8 years for men principals and the mean tenure of 7.1 years for women principals, and a mean tenure of 10.3 years, for the total group of 111 principals. Further, Table 31 reveals that the tenure of these 111 principals has a tendency to be long as evidenced by the progressive increase in stability of position through total years experience intervals. 72 or 77.4 per cent of the male principals show a tenure ranging from five to nineteen years, while 13 or 72.2 per cent of the women also show a tenure ranging from five to nineteen years.

Salaries of the Principals.— Table 32, page 65, reveals the following data on the salaries of the one hundred and eleven principals of the Negro secondary schools in Louisiana. 2 or 2.2 per cent of the male principals earned a yearly salary of \$6450 to \$6,949; 6 or 6.60 per cent of the male principals earned a yearly salary of \$5950 to \$6449; 10 or

TABLE 31

DISTRIBUTION OF THE TENURE OF THE PRINCIPALS OF THE NEGRO
SECONDARY SCHOOLS OF LOUISIANA, IN PRESENT
POSITION, 1953-1954

Years Tenure	Classification of Principals					
	Men		Women		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
20 - 24	2	2.2	0	0	2	1.8
15 - 19	22	23.7	2	11.1	24	21.6
10 - 14	22	23.7	1	5.6	23	20.7
5 - 9	28	30.1	10	55.6	38	34.2
0 - 4	19	20.3	5	27.7	24	21.7
Total	93	100.0	18	100.0	111	100.0
Mean	9.8		7.1		10.3	
Median	9.4		6.5		4.8	

10.8 per cent of the male principals earned a yearly salary of \$5450 to \$5949. Of the total number, 3 or 2.70 per cent, 2 or 2.20 per cent and 1 or 5.60 per cent men and women principals, respectively earned a yearly salary of \$4950 to \$5449. Of the total number of 18 or 16.2 per cent, 17 or 18.30 per cent and 1 or 5.60 per cent men and women principals respectively, earned a yearly salary of \$4450 to \$4949; of the total number 28 or 25.20 per cent, 25 or 26.90 per cent and 3 or 16.70 per cent men and women principals, respectively, earn a yearly salary of \$3950 - \$4449; of the total of 27 or 24.30 per cent, 20 or 21.0 per cent and 7 or 38.90 men and women principals, respectively, earn a salary of \$3450 to \$3949 per year; of the total 16 or 14.50 per cent, 10 or 10.80 per cent and 6 or 33.2 per cent men and women principals earn a yearly

TABLE 32

DISTRIBUTION OF THE PRINCIPALS OF THE NEGRO SECONDARY
SCHOOLS IN LOUISIANA, 1953-1954

Salary in Dollars	Classification of Principals					
	Men		Women		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
\$6450-6949	2	2.2			2	1.8
5950-6449	6	6.6			6	5.4
5450-5949	10	10.8			10	9.0
4950-5449	2	2.2	1	5.6	3	2.7
4450-4949	17	18.3	1	5.6	18	16.2
3950-4449	25	26.9	3	16.7	28	25.2
3450-3949	20	21.0	7	38.9	27	24.3
2950-3449	10	10.8	6	33.2	16	14.5
2450-2949	1	1.2			1	.9
Total	93	100.0	18	100.0	111	100.0
Mean	\$4,425.80		\$3,200		\$4,317.1	
Median	\$4,782.83		\$3,616.10		\$4,109.4	

salary of \$2950 to \$3449; of the total of 111 Negro Principals, 1 or 1.20 per cent earned a yearly salary of \$2450 to \$2949.

To summarize the data on principals salaries the mean salaries were \$4,425.80 for the men, and for the women \$3,200. For both men and women the mean salaries were \$4,317.11. The median salary for the men was \$4,782.83 and for the women \$3,616.10, for both men and women, the median salary was \$4,109.40.

Subjects taught by Principals.— The subjects taught are indicated in Table 33, page 66. It is the purpose here to determine the range of

TABLE 33

DISTRIBUTION OF THE SUBJECTS TAUGHT BY THE PRINCIPALS OF
THE NEGRO SECONDARY SCHOOLS OF LOUISIANA, 1953-1954

Subjects Taught	Classification of Principals					
	Men		Women		Total	
	Number	Per cent	Number	Per cent*	Number	Per cent
Mathematics	25	40.9	2	15.5	27	36.5
Biology	5	8.2	1	15.5	6	8.1
Chemistry	1	1.5			1	1.4
Health & PE	13	21.1	3	23	16	21.6
Foreign Lang.	3	4.9			3	4.0
General Science	3	4.9			3	4.0
Industrial Arts	3	4.9	2	15.4	5	6.8
Music	2	1.6			2	2.7
English	6	9.8	3	23	9	12.2
History	6	9.8	2	15.4	8	10.8
Civics	8	13.1	2	15.4	10	13.5
Agriculture	12	1.9			12	16.2
Economics	1	1.5			1	1.4
Geography	4	6.6	2	15.4	6	8.1
Total	92**		17**		109**	
Number individual teaching principals	61		13		74	
Subjects per principal	1.5		1.3		1.4	

*Because duplications are included, this column does not total 100 per cent

**This column includes all duplications of courses taught by principals. Divided by the number of individual principals teaching, it gives the average number of different subjects taught per principal.

the subjects taught. 74 teaching principals taught on an average of 1.4 subjects per day. The men have, on an average of 1.5 subjects each whereas the women have 1.3 each per day. The subjects taught most frequently by men principals are mathematics, health and physical education, and agriculture respectively. The subjects most frequently taught by the women principals are English, health and physical education, mathematics, Industrial Arts and history respectively.

Number of Subjects Taught Per Day by the Principals.--- Table 34, page 68, presents an analysis of the subjects taught each day by the principals of the Negro secondary schools of Louisiana. Of the total 7 or 6.40 per cent, with 3 or 3.30 per cent and 4 or 22.20 per cent of the men and women principals, respectively, who indicated they taught four subjects; of the total 10 or 9.0 per cent, with 5 or 5.40 per cent of the men and women principals, respectively, taught three subjects per day; of the total 17 or 15.30 per cent, with 14 or 16.20 per cent and 3 or 16.70 per cent of the men and women principals, respectively, who indicated that they taught two subjects per day; of the total 40 or 36.0 per cent, with 39 or 41.30 per cent and 1 or 5.60 per cent of men and women principals respectively, who indicated they taught one subject per day; of the total 37 or 33.30 per cent, with 32 or 34.80 per cent and 5 or 27.70 per cent of the men and women principals respectively, who indicated that they did not teach any subjects. No principal has to prepare over four subjects per day. Table 34 further reveals 37 or 33.30 per cent of the total of 111 principals of the Negro secondary schools of Louisiana do not teach at all. The principals of the smaller schools are more or less compelled to teach. Others teach because they feel

TABLE 34

DISTRIBUTION OF THE NUMBER OF SUBJECTS TAUGHT BY THE PRINCIPALS
OF THE NEGRO SECONDARY SCHOOLS OF LOUISIANA,
1953-1954

Principals Teaching	Classification of Principals					
	Men		Women		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Four Subjects	3	3.3	4	22.2	7	6.4
Three Subjects	5	5.4	5	27.8	10	9
Two Subjects	14	16.2	3	16.7	17	15.3
One Subject	39	41.3	1	5.6	40	36
None	32	34.8	5	27.7	37	33.3
Total	93	100.0	18	100.0	111	100.0
Mean	1.0		2.1		1.2	
Median	1.5		3.5		2.0	

that they derive certain advantages by keeping in close contact with the students and community.

Teaching Loads of the Negro Secondary School Principals.--- The number of hours taught daily by the principals of the Negro secondary schools of Louisiana is presented in Table 35, page 69. From an analysis of this table, sixty-one men principals or 65.6 per cent, teach one or more hours daily. 32 or 34.4 per cent of the men principals do not have any teaching duties. Thirteen or 72.20 per cent of the women principals teach one or more classes each day; five or 27.80 per cent of the women principals do not teach at all. Table 35, further reveals that a total of 37 or 33.30 per cent, with 32 or 34.70 per cent and 5 or 27.7 per cent of the men and women principals respectively, may be classed as non-

TABLE 35

DISTRIBUTION OF THE NUMBER OF HOURS TAUGHT DAILY BY THE
PRINCIPALS OF THE NEGRO SECONDARY SCHOOLS OF
LOUISIANA, 1953-1954

Periods Taught	Classification of Principals					
	Men		Women		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
5	1	1.2	3	16.8	4	3.5
4	10	10.8	2	10.8	12	10.8
3	16	17.5	3	16.8	19	17.2
2	12	11.9	4	22.2	16	14.5
1	22	23.9	1	5.6	23	20.7
0	32	34.7	5	27.8	37	33.3
Total	93	100.0	18	100.0	111	100.0
Mean	1.4		2.3		1.8	
Median	2.5		2.5		2.0	

teaching principals. The remaining 74 or 66.70 per cent, teach 1 to 5 hours per day.

Number of Principals Qualified to Teach Their Respective Subjects.--

Table 36, page 70, presents the data on the principals of the Negro secondary schools who are qualified to teach their respective subjects and the extent to which they met the minimum requirements (12 semester hours) for teaching in those fields. Of the 16 principals teaching Health and Physical Education, only 6 or 37.50 per cent met the minimum requirements. 3 or 60 per cent of those teaching Industrial Arts met the requirements for that field. 3 or 50 per cent of the principals teaching Geography met the requirements; 1 or 50 per cent of those

TABLE 36

DISTRIBUTION OF THE NUMBER OF PRINCIPALS OF THE NEGRO SECONDARY
SCHOOLS IN LOUISIANA QUALIFIED TO TEACH THEIR
RESPECTIVE SUBJECTS, 1953-1954

	Number of Principals Teaching Subjects	Number of Principals Qualified to Teach Subjects	Per cent**
Agriculture	12	12	100
Biology	6	6	100
Chemistry	1	1	100
Civics	10	10	100
Economics	1	1	100
English	9	9	100
General Science	3	3	100
Health and Physical Education	16	6	37.5
Industrial Arts	5	3	60
History	8	8	100
Geography	6	3	50
Music	2	1	50
Foreign Language	3	3	100
Mathematics	27	19	70.3
Total	109	85	83

*Had more than 12 semester hours college credit in subject.

**Per cents were derived by dividing the number qualified by the number teaching a given subject.

teaching music met the requirements. 19 or 70.30 per cent of those teaching mathematics met the requirements. Including duplications out of the 109 principals teaching fourteen subjects listed in Table 36, 85 or 83.0 per cent were qualified to teach their respective subjects.

Number of Teachers Under Each Principals Supervision.--- Table 37, page 72, presents the data on the number of teachers under the supervision of each of the principals of the Negro secondary schools of Louisiana. Table 37 reveals that the average male principal has a median of 13.2 teachers under his supervision. For the 18 women principals, the median number of teachers is 13.0.

Table 37 further reveals that the male principals has a median number of .2 teachers more than the women principal. Of the combined total of 111 principals, the median number of teachers per principal is 13.5.

Educational Responsibilities other, than the Principalship.--- Table 38, page 73, reveals, of the eleven responsibilities listed other than the principalship; the male principals indicated that those responsibilities ranged from a low of 12 or 12.90 per cent for researches covering the school to a high of 84 or 90.3 per cent for making addresses and community meetings respectively.

Number of Principals Having Direct Supervision of Extra-Curricular Activities.--- Table 39, page 74, revealed that 71 of the principals of the Negro secondary schools of Louisiana, had direct supervision of the extra curricular activities. Table 32 further revealed that, of the total of 17 activities directly supervised by the principals ranged from a low of 1 or .6 per cent supervising band, homerooms and glee clubs

TABLE 37
DISTRIBUTION OF THE NUMBER OF TEACHERS UNDER EACH
PRINCIPALS SUPERVISION, 1953-1954

Number of Teachers	Classification of Principals				
	Men		Women		Total
	Number	Per cent	Number	Per cent	Number Per cent
50-above	2	2.1			2 1.8
35-39	3	3.2			3 2.7
30-34	3	3.2			3 2.7
25-29	6	6.5	2	11.1	8 7.2
20-24	15	16.1	2	11.1	17 15.3
15-19	22	23.7	3	16.7	25 22.5
10-14	25	26.9	6	33.3	31 27.9
5-9	17	18.31	5	27.8	22 19.9
Total	93	100.0	18	100.0	111 100.0
Mean	17.2		13.3		16.5
Median	13.2		13.0		13.5

respectively, to a high of 34 or 20.80 per cent supervising assemblies by the men principals. Direct supervision of extra class activities among the women ranged from a low of 1 or 2.80 per cent supervising Y. W. C. A., student council, athletics to a high of 9 or 25.0 per cent supervising assemblies.

Principals Holding Memberships in Civic and Social Organizations.—

Table 40, page 75, reveals the number of principals holding memberships in civic and social organizations. Table 40 reveals of the total of 10 or 8.3 per cent, with 9 or 9.0 per cent and 1 or 4.9 of the male and female principals respectively, who indicated they held memberships

TABLE 38

DISTRIBUTION OF THE EDUCATIONAL RESPONSIBILITIES OTHER THAN THE
PRINCIPALSHIP OF THE PRINCIPALS OF THE NEGRO
SECONDARY SCHOOLS IN LOUISIANA, 1953-1954

	Male		Female		Total	
	Number	Per cent**	Number	Per cent	Number	Per cent
Officer Teachers Organization	62	66.60	8	44.40	70	
Officer Teachers Organization (State)						
Work Shops (Arranging)	34	36.50	4	22.20	38	
Researches Covering School	12	12.90	3	2.70	15	
Conduct Inter-visitations	18	19.40	3	2.70	21	
Attend Court when Pupils get into Trouble	38	40.9	2	1.80	40	
Addresses	84	90.30	10	55.50	94	
Community Meetings	84	90.70	13	72.20	97	
Write Recommendations (For People in the Community)	64	68.80	12	66.70	64	
Community Clean up Campaign	52	55.90	12	66.70	76	
Red Cross-Drives (for Funds)	67	72.00	3	2.70	70	
Polio Drives (For Funds)	18	19.30	10	55.50	28	

*Will not equal 100% as most principals listed several responsibilities.

**Per cent was derived by dividing frequency by the number of principals.

TABLE 39

DISTRIBUTION OF THE EXTRA-CURRICULAR ACTIVITIES SUPERVISED
DIRECTLY BY THE PRINCIPALS OF THE NEGRO SECONDARY
SCHOOLS IN LOUISIANA, 1953-1954

Name of Activity	Classification of Principals					
	Men Number*	Per cent	Women Number	Per cent	Total Number	Per cent
Assemblies	34	20.8	9	25.0	43	22.0
Athletics	21	14.2	1	2.8	22	11.2
Banking	17	10.7	3	8.3	20	10.3
Boy or Girl Scouts	16	10.0	1	2.8	17	8.7
Class Advisor	13	8.2	8	22.2	21	10.8
Club Activities	10	6.3	2	5.6	12	6.3
Commencements	5	.3			5	2.6
Debating					2	1.0
Dramatics	1	.6	1	2.8		
Girl Reserves						
Glee Clubs	1	.6	1	2.8	2	1.0
Home Rooms	1	.6	3	8.3	4	2.0
Honor Societies	2	.12	2	5.6	4	2.0
Orchestra or Band	1	.6			1	6.0
Red Cross	3	.2	3	8.3	6	3.0
Student Council	2	.12	1	2.8	3	1.5
Y. W. C. A. or Hi-Y	2	.12	1	2.8	3	1.5
None	30	12.6				
Total	159	100.0	36	100.0	195	100.0

*Some principals supervised more than one activity.

TABLE 40

DISTRIBUTION OF THE PRINCIPALS OF THE NEGRO SECONDARY SCHOOLS
IN LOUISIANA HOLDING MEMBERSHIPS IN CIVIC AND
SOCIAL ORGANIZATIONS, 1953-1954

Organizations	Classification of Principals					
	Men		Women		Total	
	Number*	Per cent	Number	Per cent	Number	Per cent
Boy Scouts or Girl Scouts	9	9.	1	4.9	10	8.3
Masonic Lodge	21	21.			21	17.4
Voters League	19	19.	3	14.2	22	18.2
N. A. A. C. P.	36	36.	3	14.2	39	32.2
P. T. A.			14	60.7	14	11.6
American Legion	15	15.				
None						
Total	100*	100	21	100.0	121	100.0

*Some principals held memberships in more than one organization. in boy or girl scouts organizations; 21 or 17.4 per cent of the total, who were male principals, hold memberships in the Masonic Lodge; 22 or 18.20 per cent of the total, with 19 or 19.0 per cent and 3 or 14.2 per cent of the male and female principals respectively, held memberships in the N. A. A. C. P.; 14 or 60.7 per cent of the female principals, held memberships in the P. T. A.; 15 or 15.0 per cent of the male principals held memberships in the American Legion. It is interesting to note that, of the 111 principals included in this study 100.0 per cent reported memberships in Civic and social organizations. This is a high level of memberships in civic and social organizations.

Professional Magazines Read Regularly by the Principals.--- Table 41, page 77, reveals the data on the professional magazines read regularly by the principals of the Negro secondary schools of Louisiana. Of the total of 89 or 31.0 per cent and 13 or 39.4 per cent of the male and female, principals, respectively, read the Louisiana Education Association's Journal regularly; of the total of 45 or 14.60 per cent and 9 or 27.60 per cent of the male and female, principals, respectively, read the N. E. A. Journal regularly; of 12 or 5.0 per cent and 2 or 6.70 per cent of male and female, principals respectively, read Clearing House regularly; of the total 16 or 6.70 per cent and 2 or 6.70 per cent of male and female principals, read the School Review regularly; of the total of 12 or 5.0 per cent and 2 or 6.7 per cent of the male and female principals, read the American School Board Journal, regularly; of the total 58 or 24.20 per cent and 4 or 12.10 per cent of the male and female principals, respectively, read the Boardman; of the total 8 or .30 per cent and 1 or 3.0 per cent of the male and female, principals respectively, read the Journal of the National Association of Secondary School Principals.

Types of Community Relations of these Principals.--- Table 42, page 78, presents the data on the types of community relations of the principals of the Negro secondary schools of Louisiana. Of the 10 types of community relations carried on by the principals. The male principals indicated that these activities ranged from a low of 7 or 7.50 per cent having a school paper to a high of 90 or 96.80 per cent for athletic events. Of the ten types of community relations, the female principals indicated that the activities ranged from a low of 2 or 5.60 per cent

TABLE 41

DISTRIBUTION OF THE PROFESSIONAL MAGAZINES READ REGULARLY BY
THE PRINCIPALS OF THE NEGRO SECONDARY SCHOOLS
OF LOUISIANA, 1953-1954

Name of Magazine	Classification of Principals					
	Men *		Women		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
School Executive Nations Schools						
L. E. A. Journal	89	31.0	13	39.4	102	34.0
N. E. A. Journal	45	14.6	9	27.6	54	19.0
Clearing House	12	5.0	2	6.7	14	5.1
School Review	16	6.7	2	6.7	18	6.6
American School Board Journal	12	5.0	2	6.7	14	5.1
The Boardman	58	24.2	4	12.1	62	22.6
Journal National Association Secondary School Principals	8	.3	1	3.0	9	3.3
Total	247		33		273	99.7

*Totals more than number of principals, as some principals read more than one magazine.

for having a school paper and definite public relations program of public relations, respectively, to a high of 15 or 83.20 per cent for athletic events. Of the total of 103 or 92.8 per cent, with 88 or 94.60 per cent and 15 or 83.30 per cent, being male and female principals respectively, had community, meeting; of the total 9 or 8.0 per cent, with 7 or 7.50 per cent and 2 or 5.60 per cent being male and female principals respectively.

TABLE 42

DISTRIBUTION OF THE TYPES OF COMMUNITY RELATIONS CARRIED
ON BY THE PRINCIPALS OF THE NEGRO SECONDARY SCHOOLS
IN LOUISIANA, 1953-1954

Types of Community Relations	Classification of Principals											
	Men				Women				Total			
	Yes	Per cent	No	Per cent	Yes	Per cent	No	Per cent	Yes	Per cent	No	Per cent
Exhibits	84	90.3	9	9.7	12	66.6	6	33.4	96	86.5	15	13.5
Public Programs	87	93.	6	6.5	12	66.6	6	33.4	99	89.2	12	10.8
Athletic Events	90	96.8	3	3.2	15	83.2	3	16.8	105	94.6	6	5.4
Field Day Programs	72	77.4	21	22.6	13	72.3	5	27.7	85	76.6	26	23.4
Conferences	85	91.4	8	8.6	10	55.6	8	44.4	95	85.6	16	14.4
Addresses	84	90.3	9	9.7	9	50.0	9	50.0	93	83.8	18	16.2
Community Meetings	88	94.6	5	5.4	15	83.3	3	16.7	103	92.8	8	7.2
Have liaison with central office	61	65.6	32	34.4	14	77.8	4	22.2	75	67.6	36	32.4
Have a School Paper	7	7.5	86	92.5	2	5.6	16	94.4	9	8	102	92.0
Have a defi- nite Public Relations Program	35	47.3	58	52.7	2	5.6	16	94.4	37	33.3	74	66.7

for having a school paper and definite public relations program of public relations, respectively, to a high of 15 or 83.20 per cent for athletic events. Of the total of 103 or 92.8 per cent, with 88 or 94.60 per cent and 15 or 83.30 per cent, being male and female principals respectively,

had community, meeting; of the total 9 or 8.0 per cent, with 7 or 7.50 per cent and 2 or 5.60 per cent being male and female principals respectively.

Relations with Superintendent and School Board.--- Table 43, page 80, reveals the types of relations of the principals of the Negro secondary schools of Louisiana with the superintendent and school board. Table 42 reveals the 2 or 2.2 per cent of the male principals indicated that to meet the school board at its regular meetings. Not any female principals indicated that they met with the boards at their regular meetings. Of the total of 111 principals, 93 or 100 per cent and 18 or 100 per cent, being male and female principals, respectively, who indicated that they met with the school boards only when requested. Of the total 88 or 94.60 per cent and 2 or 11.10 per cent, being male and female principals, respectively, who indicated that they requested meeting with the school boards. 75 or 80.50 per cent and 15 or 83.30 per cent of the male and female principals, respectively, indicated that they discuss all business with the superintendent alone. 18 or 19.50 per cent and 14 or 77.7 per cent of the male and female principals, respectively, indicated that they discuss problems with board member individually. Table 43 further reveals that 90 per cent of the total number of principals discussed all school business with the superintendent alone.

The Principals Relation with Staff Personnel.--- Table 44, page 81, reveals the principals relations with the staff personnel. Of the 9 items of relationship with the staff, the male principals indicated that these items ranged 5 or 5.4 per cent each on selecting teachers alone and aiding in revising the salary schedule, to a high of 88 or 94.60

TABLE 43

DISTRIBUTION OF THE RELATIONS OF THE PRINCIPALS OF THE NEGRO
SECONDARY SCHOOLS IN LOUISIANA, WITH SUPERINTENDENT
AND SCHOOL BOARD, 1953-1954

	Classification of Principals											
	Male				Female				Total			
	Yes	Per cent	No	Per cent	Yes	Per cent	No	Per cent	Yes	Per cent	No	Per cent
Do You												
Meet with Board at Regular Meeting?	2	2.2	91	97.8			18	100	2	1.8	109	98.2
Meet with Board only when Requested?	93	100.0			18	100			111	100.0		
Request Meetings with Board?	88	94.6	5	5.4	2	11.1	16	88.9	90	80.1	21	19.9
Discuss all Business with Superintendent alone?	75	80.5	18	19.5	15	83.3	3	16.7	90	80.1	21	19.9
Discuss Problems with Board Members Individually?	18	19.5	75	80.5	14	77.7	4	22.3	32	28.9	79	71.1

TABLE 44

DISTRIBUTION OF THE PRINCIPAL'S RELATIONS WITH STAFF PERSONNEL
OF THE PRINCIPALS OF THE NEGRO SECONDARY SCHOOLS
IN LOUISIANA, 1953-1954

	Classification of Principals											
	Men				Women				Total			
	Yes	Per cent*	No	Per cent	Yes	Per cent	No	Per cent	Yes	Per cent	No	Per cent
Do You												
Advise with Supt. on Selection of Teachers?	88	94.6	5	5.4	15	83.3	3	16.7	103	92.8	8	7.2
Select Teachers Alone?	5	5.4	88	94.6			18	100	5	4.5	106	95.5
Make Recommendations for Assignments, Promotions, Dismissals?	81	86.7	12	13.3	15	83.3	3	16.7	96	86.5	15	14.5
Aid in develop. or Revisions of Salary Sch.?	5	5.4	88	94.6			18	100.0	5	4.5	106	95.5
Assign Teachers within the School?	52	55.9	41	44.1	15	83.3	3	16.7	67	61.3	44	38.7
Have right to refuse services of Teachers?	5	5.4	88	94.6	2	11.1	16	88.9	7	6.4	104	93.6
Confer with Applications for Positions?	52	55.9	41	44.1	17	94.4	1	5.6	69	62.2	42	37.8
Rate Teachers?	8	8.6	85	91.4			18	100.0	87.2	7.2	103	92.8
Get Substitutes when Teachers Absent?	88	94.6	5	5.4	15	83.3	3	16.7	103	92.8	8	7.2
Other												

*Per cent derived by dividing frequencies by number of principals

per cent each for advising with the superintendent on selection of teachers and getting substitutes when teachers are absent. With the female principals ranging from a low of no per cent for rating teachers to a high of 17 or 94.4 per cent on conferring with applicants for positions. It is interesting that 81 or 86.70 per cent of the male principals and 15 or 83.30 per cent of the female principals made recommendations for assignments, promotions, dismissals.

Relations of Principals with Pupils and Parents.— Table 45, page 83, presents data on the relations of the principals with pupils and parents. Of the total 65 or 69.90 per cent and 15 or 83.30 per cent of the male and female principals, respectively, meet with students in making policies; of the total 14 or 15.0 per cent and 10 or 55.60 per cent of the male and female principals, respectively, permit students to meet with faculty committees; of the total 14 or 15.0 per cent and 4 or 22.20 per cent of the male and female principals, respectively, permit parents to work jointly with faculty on school policies; of the total 85 or 92.50 per cent and 11 or 61.1 per cent of the male and female principals, respectively, permitted advisory parent committee to participate in school policies. It is interesting to note that 85.60 per cent of the principals permit parents to participate in school policies.

Accounting and Budgetary Duties and Practices.— Table 46, page 84, presents the data on the accounting and budgetary duties and practices of the principals of the Negro secondary schools of Louisiana. Of the 10 items listed on accounting and budgetary practices, the male principals responses on these items ranged from a low of 12 or 12.9 per cent on having an auditor to audit records, to a high of 93 or 100 per cent on

TABLE 45

DISTRIBUTION OF THE RELATIONS OF THE PRINCIPALS WITH PUPILS
AND PARENTS OF THE NEGRO SECONDARY SCHOOLS IN
LOUISIANA, 1953-1954

	Classification of Principals											
	Men				Women				Total			
	Yes	Per cent*	No	Per cent	Yes	Per cent	No	Per cent	Yes	Per cent	No	Per cent
Do You												
Meet with Students in making Policies?	65	69.9	28	30.1	15	83.3	3	16.7	80	72.1	31	27.9
Permit Students to meet with Faculty Committees?	14	15.0	79	85.0	10	55.6	8	44.4	24	21.7	87	78.3
Permit Parents to work Jointly with Faculty on School Policies?	14	15.0	79	85.0	4	22.2	14	77.8	18	16.2	93	83.8
Advisory Parent Committee Participate in School Policies?	85	92.5	8	7.5	11	61.1	7	38.9	96	85.6	15	44.4

*Per cents derived by dividing frequencies by the number of principals.

making financial statements to the superintendent. The female principals' responses ranged from a low of 3 or 16.70 having an auditor to audit records to a high of 15 or 83.3 per cent each for keeping records of school accounts, making financial statements to the public, making financial statements to the superintendent. Of the total 61 or 65.60 per cent, and 10 or 55.6 per cent male and female principals respectively, have a school treasurer; of the total 65 or 69.9 per cent, and 10 or 55.60 per cent male and female respectively, principals conduct fund raising campaigns; of the total 51 or 54.80 per cent and 10 or 55.60 per cent male and female principals, respectively, have a standard budget for spending of funds. Table 46 further reveals that only 61 or 54.50 per cent of the total number of principals have a budget at the beginning of the year for funds needed. This indicates that more planning of budgets, at the beginning of the school term should be undertaken by more of the principals.

Conclusions.— On the basis of the analysis of the data as made in Chapter II, the writer believes the following conclusions are justified:

1. Although the one hundred and eleven principals of the Negro secondary schools of Louisiana are improving in their training status as a group, eighty one or 73.0 per cent of the principals do not hold the Master's degree, which is required for the principalship by the Louisiana State Department of Certification.
2. The evidence would seem to warrant the conclusion that most of the one hundred and eleven principals of the Negro secondary schools of Louisiana are being recruited from the upper, lower and middle class of the population as measured by the usual indices

of socio-economic status.

3. Another worthy conclusion is that the majority of the one hundred and eleven principals of the Negro secondary schools of the state of Louisiana preferred and received their training in the state institution as contrasted to private institutions. All of the principals who hold Master's degrees earned them from institutions located out of the state of Louisiana.
4. There is a marked uniformity in the duties and activities performed by the principals; yet the principals of the larger high schools had less teaching duties.
5. The majority of the principals did not have a definite public relations program.
6. The majority of the principals did not have a budget at the beginning of the year for funds needed, nor did they have a definite budget for spending of funds.

CHAPTER III

SUMMARY AND CONCLUSIONS

Introductory Statement.--- The summation of the data on the status of the 111 principals studied, of the Negro secondary schools of the state of Louisiana falls into the following categories: Data on the socio-economic background of the principals, data on academic and professional training of the principals; data on experience, tenure and salary of the principals; data on the administrative and supervisory duties of the principals; data on the community relations of these principals; the inherent conclusions, implications and recommendations stemming from the interpretation of these data will conclude the thesis presentation.

Purpose of the Study.--- The major purpose of this study was to examine the present status of the principals of the Negro secondary schools of Louisiana as to socio-economic background, academic training, professional background and duties performed by the principals. The purpose of this study is implied in the following specific tasks:

1. To ascertain selected factors of the economic and social background from which are recruited the principals of the Negro secondary schools of Louisiana.
2. To determine the extent of the academic training of the principals of Negro secondary schools of Louisiana.
3. To determine the professional training of the principals of the Negro secondary schools of Louisiana.
4. To find out the professional status of the principals of the

Negro secondary schools of Louisiana.

5. To determine the extent to which the training of the principals of the Negro secondary schools of Louisiana fits them for the specific administrative and supervisory duties they are called upon to perform.
6. To determine the duties of the principals of the Negro secondary schools of Louisiana.
7. To determine the attitudes of the principals of the Negro secondary schools towards the crucial problems in the educational program of the schools.
8. To present significant educational implications with particular emphasis upon the degree of adequacy of the training of the principals of the Negro secondary schools of Louisiana to meet the demands of their jobs.

Locale and Experimental Design of Study.--- Significant aspects of the locale and research design for this study are indicated below:

1. This study was conducted from the writer's home, Bienville Parish, Louisiana during the first and second semesters of the school year of 1953-1954.
2. The Normative-Survey Method of research, employing the techniques of questionnaire, check lists and interviews was used to gather the data necessary to this research.
3. The subjects who cooperated in the study were the one hundred and eleven out of the one hundred and thirty principals of the Negro secondary schools of the state of Louisiana for the school year of 1953-1954.

4. The data obtained from the questionnaire on this study were tabulated, treated statistically, and interpreted with the results as reported in chapter II.

The data as collected, analyzed and interpreted were organized under the following captions:

1. Review of the related literature pertinent to the problem.
2. Data on the location and organization of the Negro secondary schools of Louisiana.
3. Data on number, sex and ages of the principals of the Negro secondary schools of Louisiana.
4. Data on the socio-economic background of the principals of the Negro secondary schools of Louisiana.
5. Data on the academic and professional training of the Principals of the Negro secondary schools of Louisiana.
6. Data on the experience, salary and tenure of the Negro secondary school principals of Louisiana.
7. Data on supervisory and administrative procedures of the principals of the Negro secondary schools of Louisiana.
8. Data on the Public relations and extra-curricular programs of the schools of the principals of the Negro secondary schools of Louisiana.
9. Data on the conclusions, implications and recommendations.

The data under these captions will be summarized in the paragraphs to follow.

Summary of Literature.— The review of the Literature, pertinent to the administrative personnel of secondary schools would appear to emphasize

such principals as indicated below:

1. The expected administrators, as secondary school principals, is essentially based upon the scope and quality of training both academic and professional.
2. The professional training of principals should include specific courses in school administration and supervision of school subjects.
3. The socio-economic background of principals or prospective principals is a very important segment in the overall qualifications of the principals.
4. The legal duties of principals vary from state to state and in many instances are not clearly defined. There is a need for some system of uniformity of the legal duties of the principal.
5. There is a great need for the principal to have leadership ability.
 "The agent who has chief responsibility for direct leadership in a school is the principal."

Findings.— The findings which follow were drawn directly from the interpretation of the data as collected in this study.

The various aspects and factors concerning the principals of the Negro secondary schools of Louisiana, as presented, analyzed and interpreted, thus far in this thesis, will be summarized at this point.

Parish Location of Schools

Table 1

The state of Louisiana has 67 parish and city school systems. 61 out of the 67 systems cooperated in this study. This was 91.5 per cent of the total possible participating parishes and their schools. The Northern parishes reported more than one school, while the southern parishes, except Orleans, and a few others reported only one school.

Principals Serving in the Negro Secondary Schools

Table 2

The total number of principals who gave returns in this research was one hundred and eleven out of the one hundred and thirty Negro secondary school principals of Louisiana. Ninety-three or 83.80 per cent were men and eighteen or 16.20 per cent were women, to show a ratio of approximately 6 to 1 in favor of the male principals.

Size of Towns in Which Principals are Employed

Table 3

Data presented in Table 3 revealed 33 or 29.80 per cent were employed in schools on the farm or in "open country," with 31 or 33.30 per cent and 2 or 11.10 per cent being men and women principals, respectively; 24 or 21.60 per cent employed in towns of 1,500 to 2,500 population with 21 or 22.60 per cent 3 or 16.7 per cent being men and women principals, respectively; 34 or 30.60 per cent employed in cities or towns of 2,600 to 10,000 population with 27 or 29.0 per cent and 7 or 38.90 per cent being men and women principals, respectively; 3 or 2.70 per cent were employed in cities of 10,500 to 15,000 with 2 or 2.20 per cent and 1 or 5.60 per cent being men and women principals, respectively; 17 or 15.30 per cent were employed in cities of 15,500 and over with 12 or 12.90 per cent and 5 or 27.70 per cent being men and women principals, respectively.

Principals with Combined High and Elementary and those with High Only

Table 4

Table 4 presents the data on principals of combination elementary and high schools and principals of separate and self contained high schools. 96 or 85.60 per cent of the principals supervised combination elementary and high schools. 15 or 14.40 per cent of them who were principals of separate high school units.

Enrollment of Schools

Table 5

The total enrollment of the schools of the principals according to the data presented in Table 5, showed a mean enrollment of pupils and a median enrollment of pupils for the male principals. It showed a mean enrollment of _____ pupils and a median enrollment of _____ pupils for the female principals, and a total for all pupils showed a mean of _____ pupils and a median enrollment of _____ pupils.

Age and Sex of Principals

Table 6

The one hundred and eleven principals ranged in age from 25 to 65 years and over, with a mean age of 44.5 and a median age of 40.6. The male principals had a mean age of 42.9 and a median age of 43.9 years, the women principals had a mean age of 42.0 and a median age of 46.5 years.

Size of Towns Where Principals were Born

Table 7

The data revealed that 36 or 32.50 per cent were born on farms, with 32 or 34.40 per cent and 4 or 22.20 per cent being male and female principals; respectively; 26 or 23.40 were born in small towns under 2,000 population with 22 or 23.70 per cent and 4 or 22.20 per cent, being male and female principals, respectively; 18 or 16.20 per cent were born in cities of 2,000 to 13,000 population with 15 or 16.10 per cent and 3 or 16.70 per cent being men and women principals, respectively; 31 or 27.90 per cent were born in cities over 16,000 and over, with 24 or 25.80 per cent being male and female principals, respectively. The data revealed that 62 or 55.90 per cent of the principals of the Negro secondary schools of Louisiana, were born in the rural areas and the small towns.

Marital Status of the Principals

Table 8

Table 8 summarized data which revealed that 12 or 10.80 per cent of the one-hundred and eleven principals were single, with 4 or 4.30 per cent and 8 or 44.50 per cent being male and female principals, respectively; 89 or 80.20 per cent were married, with 83 or 89.20 per cent and 6 or 33.30 per cent being male and female principals, respectively; 10 or 9.0 per cent of the principals were widows or widowers, with 6 or 6.50 per cent and 4 or 22.20 per cent being male and female principals, respectively.

Children of the Principals

Table 9

Table 9 reveals that the number of children of the principals ranged from a low of 42 or 37.80 per cent had no children, with 30 or 32.30 per cent and 12 or 66.60 per cent being male and female principals respectively; to a high of 1 or 1.1 of the male principals had seven or more children. The median number of children for the male principals was 1.7, and the median number for the female

principals was 1.3.

Religious Preference of the Principals

Table 10

The data presented in Table 10 revealed that 66 or 50.50 per cent of the principals were Baptists, with 63 or 67.70 per cent and 3 or 16.70 per cent being, men and women principals respectively; 26 or 23.50 per cent were Methodists, with 21 or 22.60 per cent and 5 or 27.70 per cent being male and female principals, respectively; 14 or 12.50 per cent were Roman Catholic, with 5.30 per cent and 9 or 50.0 per cent, being male and female principals, respectively; 3 or 2.70 per cent were Episcopalians, with 2 or 2.20 per cent and 1 or 5.60 per cent, being male and female principals, respectively. Not any of the principals were Presbyterians. 2 or 2.2 per cent of the men principals belonged to the Holiness church. Table 10 further revealed that the Baptist and Methodist were the predominant church choices.

Religious Preference of Parents of Principals

Table 11

The data presented in Table 11 revealed that the religious preferences of the parents were predominantly of two denominations, 27 or 22.80 per cent of all the principals' parents were Methodists; 66 or 45.60 per cent of the parents of the teachers were Baptists. The next highest religious preference of the parents of the principals was Roman Catholic 14 or 12.0 per cent of the parents of the principals were Roman Catholics.

Education of Parents of Principals

Table 12

The data presented in Table 12 revealed that 42 or 37.80 per cent of the parents of the principals had no education, with 30 or 32.30 per cent and 12 or 66.60 per cent being male and female principals, respectively; 25 or 32.50 per cent of the parents of the principals were high school graduates, with 15 or 16.10 per cent and 3 or 16.70 per cent being male and female principals, respectively; 56 or 50.50 per cent of the parents of the principals had some elementary education, with 47 or 50.60 per cent and 9 or 50.0 per cent being male and female principals, respectively; 25 or 22.94 per cent of the parents of the principals had 1 or 2 years of high school education, with 23 or 24.70 per cent and 2 or 11.10 per cent being male and female principals, respectively. 3 or 3.2 per cent of the parents of the male principals had no education. Not

any of the parents of the female principals reported that they had no education.

Occupations of Fathers of Principals

Table 13

The data presented in Table 13 revealed that for both male and female principals 49 or 44.20 per cent of all teachers had parents who were farmers or agriculturists with 44 or 47.30 per cent and 27.70 per cent being male and female respectively; a low of 1 or 9 per cent of the principals' fathers were agents and professional engineers.

Occupation Status of the Mothers

Table 14

The data presented in Table 14 revealed that for both male and female principals 83 or 74.80 per cent of all principals had mothers who were house wives with 73 or 78.4 per cent and 10 or 55.60 per cent being men and women respectively; only 2 or 1.8 per cent of the mothers of the principals were agents. These were mothers of the female principals.

Annual Income of Fathers of Principals

Table 15

The data presented in Table 15 revealed that the annual income of the fathers of the principals ranged from 10 or 9.0 per cent with an income of \$0. to \$499 per year, to 5 or 4.60 per cent with a salary of \$4000 or more per year. The median salary or annual income of the fathers of the principals was \$1600.

Annual Income of Mothers of the Principals

Table 16

The data presented in Table 16, reveals that the annual income of the mothers of the principals 74 or 66.60 per cent with a low salary of \$0 to \$499 to a high of 8 or 7.20 per cent of the mothers with annual salary of \$2,000 to \$3,000. The median annual salary of the mothers was \$699.90.

Types of Certificates Held by Principals

Table 17

It was found that the following certificates were held by the principals:

1-A, 28 or 30.10 per cent male; 5 or 27.70 female
 1-B, 53 or 56.90 per cent male; 9 or 50.0 per cent female
 1-C, 11 or 11.80 per cent male, 3 or 16.70 per cent female
 T-None
 3-A, 1 or 1.10 per cent male, 1 or 5.60 per cent female
 3-B, None

Colleges and Universities where Bachelors'
Degrees were Earned

Table 18

The data given in Table 18, revealed the 83 or 90.20 per cent of the principals earned degrees within the state at the following colleges: Xavier University 1 or 1.10 per cent 4 or 23.5 per cent being men and women respectively; and La Negro Normal 1 or 1.10 per cent male; Dillard University, 13 or 14.1 per cent and 2 or 11.70 per cent, being men and women, respectively; Leland College 9 or 9.80 per cent and 4 or 23.50 per cent, being men and women, respectively; Southern University 44 or 47.50 per cent and 4 or 23.50 per cent, being men and women respectively. The remaining 26 or 9.80 per cent of the principals of the Negro secondary school principals earned their bachelors' degrees outside of the state.

Colleges and Universities where Principals
Received Masters' Degrees

Table 19

The data given in Table 19 revealed that Columbia University lead in awarding masters degrees to the principals, 5 or 20.8 per cent and 2 or 35.2 per cent being men and women respectively; Atlanta University, 5 or 20.80 per cent and 1 or 16.70 per cent, being men and women respectively; University of Nebraska, 3 or 12.50 per cent male; Michigan State 2 or 8.40 per cent male. Cornell University, 2 or 8.40 per cent male. 9 other Universities awarded degrees to the remaining 9 principals who hold masters' degrees earned them outside of the state.

Highest Degrees Held by Principals

Table 20

The data given in Table 20 revealed that of the total of one hundred and eleven principals studied 30 or 27.0 per cent with 24 or 25.80 per cent and 6 or 33.30 per cent being men and women principals, respectively; hold master's degrees, of the total of one hundred and eleven principals 79 or 71.20 per cent with 68 or 73.10 per cent and 11 or 61.10 per cent being male and female principals respectively. It can be said that of the combined total of one hundred and eleven principals, 98.20 per cent hold the Bachelor's degree. 30 or 27.0 per cent hold the master's degree.

Major Subjects Taken by the Principals

Table 21

The data presented in Table 21 revealed that of the 12 major subjects taken by the principals, only one principal chose philosophy, French, music and Industrial Arts. The highest ranking choice of a major subject was Education; 41 or 37.0 per cent of the total 111 principals, with 31 or 33.4 per cent and 10 or 55.6 per cent of the male and female principals, respectively, chose this subject. The next highest ranking subject chosen as a major by the principals was Agriculture, 23 or 20.70 per cent of the principals chose this subject. The third highest ranking choice of a major subject was English, 20 or 18 per cent of the total of 111 principals, with 15 or 16.10 per cent and 5 or 27.60 per cent of the male and female principals chose this subject.

Minor Subjects of the Principals

Table 22

The data presented in Table 22 revealed the minor subjects taken by the principals of the Negro secondary schools of Louisiana. Of the eighteen subjects selected as minors by the principals, only one principal chose each, Latin, music, physics, manual arts, and industrial arts. The highest ranking choice of a minor subject was English; 35 or 31.50 per cent of the total number of principals, with 24 or 25.80 per cent and 11 or 61.0 per cent of the male and female principals, respectively, chose English as a minor subject. Mathematics ranked second as a choice of a minor subject, with 17 or 18.30 per cent of the men principals who indicated mathematics as their minor subject in college.

Graduate Credits in General Education

Table 23

The data presented in Table 23, revealed that 28 or 30.10 per cent and 4 or 22.20 per cent of the principals have earned two to six hours graduate credits in general education; 16 or 17.50 per cent and 3 or 16.70 per cent of the principals being men and women, respectively, earned 7 to 12 semester hours credit in general education. 9 or 9.60 per cent, being men and women principals respectively, had earned 13 to 18 hours graduate credit in general education; 13 or 14.0 per cent and 4 or 22.20 per cent, being men and women, respectively, had earned 19 and over semester hours credit in general education. In summarizing Table 23, we find that a total of 79 principals had earned 2 to 19 hours of graduate credit in general education.

Graduate Credits in School Administration

Table 24

The data given in Table 24 revealed that 20 or 21.50 per cent and 5 or 27.70 per cent being men and women principals, respectively, had earned 2 to 6 hours of graduate credit in school administration; 18 or 19.30 per cent and 5 or 27.70 per cent, being men and women principals, respectively, had earned 7 to 12 hours credit in school administration; 7 or 7.60 per cent and 1 or 5.60 per cent, being men and women principals, respectively, had earned 13 to 18 hours credit in school administration on the graduate level; 21 or 22.60 per cent and 2 or 11.10 per cent, being men and women principals, respectively, had earned 19 and over semester graduate credits in school administration; 27 or 29.0 per cent and 5 or 27.70 per cent, being men and women principals, respectively, had no graduate credits in school administration.

Graduate Credits in Supervision of Elementary School Subjects

Table 25

Summarizing Table 25, we find that out of the total of 111 principals of the Negro secondary schools of Louisiana, 66 or 59.50 per cent had from 2 to 19 hours of graduate credit in the supervision of the elementary school subjects on the graduate level; 37 or 33.30 per cent of the total number of principals, with 27 or 29.20 per cent and 10 or 55.60 per cent, being men women principals, respectively, reported no graduate credit in the supervision of the elementary school subjects.

Principals Having Training in Extra-Curricular Activities

Table 26

The data presented in Table 26 revealed that some of the principals had training in more than one extra-curricular activity. Those with training in extra-curricular activities ranged from a low of 7 principals in Y. W. C. A. or Hi-Y, to a high of 60 principals having had training in conducting school assemblies. 10 or 9.0 per cent of the total of the one hundred and eleven principals reported that they had not had any training in extra-curricular activities.

How Principals Entered the Principalship

Table 27

The data presented in Table 27 indicated that of the one hundred and eleven principals, 17 or 15.30 per cent, with 13 or 14.0 per cent and 4 or 22.20 per cent, being men and women principals, respectively, were first recommended for the principalship by the supervisor of schools; 9 or 8.20 per cent with 8 or 8.60 per cent and 1 or 5.60 per cent of the men and women principals, respectively, were recommended by the principals where they taught; 43 or 38.60 per cent of the total of one hundred and eleven principals, with 37 or 39.70 per cent and 6 or 33.30 per cent of the men and women principals, respectively, were first recommended by the superintendent of schools; 18 or 16.20 per cent, with 13 or 14.0 per cent of and 5 or 27.80 per cent of the male and female principals, respectively, were first recommended by a school board member; 9 or 8.10 per cent of the total number of principals, with 7 or 7.50 per cent and 2 or 10.80 per cent of the male and female principals, respectively, were recommended by a citizens group; 10 or 9.0 per cent, with 10 or 10.80 per cent of the male principals were recommended by a State Department Official. 5 or 5.40 per cent of the male principals, and 0 per cent of the female principals were first recommended by a college head or teacher. Table 27, further revealed that the largest number of the principals were recommended by the superintendent of schools.

Time of Training for the Principalship

Table 28

The data in Table 28 revealed that 28 or 15.20 per cent of the total of one hundred and eleven principals of the Negro secondary schools of Louisiana, with 25 or 26.90 per cent and 3 or 16.60 per cent of the male and female principals, respectively, who indicated that they received training for the principalship before entering

the principalship; 83 or 84.80 per cent of the total of one hundred and eleven principals, with 68 or 73.10 per cent and 15 or 83.40 per cent of the male and female principals respectively, who indicated that they received training for the principalship after entering the principalship.

Combined Teaching and Administrative Experience

Table 29

The data presented in Table 29 indicated that the median total experience of the male principals is 18.30 years; the median total experience of the female principals is 20.40 years. This indicates that the female principals have a median total experience of 2.1 years in excess of the men. Table 29 further reveals that the female principals of the Negro secondary schools of Louisiana have more total experience than the male principals.

Types of Experiences Previous to Occupying the Principalship

Table 30

The data presented in Table 30, revealed that 61 or 34.70 per cent of the total number of principals with 54 or 34.40 per cent and 7 or 31.60 per cent of the male and female principals, respectively, were elementary principals before occupying the principalship; 62 or 35.20 per cent, with 54 or 34.0 per cent and 8 or 42.30 per cent of the male and female principals, respectively, were high school teachers before becoming principals; 7 or 3.90 per cent with 5 or 3.20 and 2 or 10.150 per cent, of the male and female principals, respectively were elementary principals before occupying the principalship; 29 or 16.50 per cent, with 28 or 17.80 per cent of the male and female principals, respectively, were high school principals before taking their present position as a high school principal; 11 or 6.30 per cent and 1 or 5.30 per cent of the male and female principals, respectively, were assistant principals before occupying the principalship; 6 or 3.40 per cent of the principals were college teachers before becoming principals.

Tenure of Principals in Present Position

Table 31

The data presented in Table 31, revealed that the principals of the Negro secondary schools of Louisiana, have a mean tenure of 9.80 years for the male principals and a mean tenure of 7.1 years for the female principals, and a mean tenure of 10.3 for the whole group of the one hundred and eleven secondary school principals.

Salaries of the Principals

Table 32

Table 32 presented the data on the salaries of the principals of the Negro secondary schools of Louisiana. To summarize the data on the principals' salaries, the mean salary for the male principals is \$4,425.80 and the mean salary for the female principals is \$3,200. For both the men and women principals, the mean salary is \$4,317.10. The median salary for both male and female principals is \$4,109.40.

Subjects Taught by the Principals

Table 33

Table 33 revealed that 74 teaching principals taught on an average of 1.4 subjects per day. The men have an average of 1.5 subjects each whereas the women have 1.3 subjects each per day. The subjects taught most frequently by the men principals are mathematics, health and physical education, and agriculture, respectively. The subjects most frequently taught by the women principals are English, health and physical education, mathematics, industrial arts, and history respectively.

Number of Subjects taught per day
by the Principals

Table 34

The data presented in Table 34 revealed that of the total number of principals 7 or 6.40 per cent, with 3 or 3.30 per cent and 4 or 22.20 per cent of the men and women principals, respectively, who indicated that they taught four subjects per day; of the 10 or 9.0 per cent, with 5 or 5.40 per cent of the men and 5 or 27.80 per cent of the women principals, respectively, taught three subjects per day; of the total 17 or 15.30 per cent, with 14 or 16.20 per cent and 3 or 16.70 per cent of the men and women principals, respectively, who indicated that they taught two subjects per day; of the total of 40 or 36.0 per cent, with 39 or 41.30 per cent and 1 or 5.60 per cent of the men and women principals, respectively, who indicated that they taught one subject per day; of the total of 37 or 33.30 per cent, with 32 or 34.80 per cent of the men and women principals respectively, who indicated that they did not teach any subjects.

Teaching Loads of the Principals

Table 35

The data in Table 35 revealed that 61 men principals or 65.60 per cent teach one or more hours daily; 32 or 34.40 per cent of the men principals do not teach at all. Thirteen or 72.70 per cent of the women principals teach one or more classes each day; five or 27.80 per cent of the women principals do not teach at all. Table 35 further reveals, that a total of 37 or 33.30 per cent, with 32 or 34.70 per cent and 5 or 27.70 per cent of the men and women principals, respectively, may be classed as non-teaching principals.

Number of Principals Qualified to Teach Their Respective Subjects

Table 36

The data presented in Table 36 revealed that of the 16 principals teaching Health and Physical Education, only 6 or 37.50 per cent met the minimum requirements for the field; 3 or 60 per cent of those teaching Industrial Arts met the requirements for the field; 3 or 50 per cent of those teaching geography met the requirements; 1 or 50 per cent of those teaching music met the requirements; 19 or 70.30 per cent of those teaching mathematics met the requirements. Including duplications, out of the 109 principals teaching 14 subjects listed in Table 36, 85 or 83.0 per cent were qualified to teach their respective subjects.

Number of Teachers Under Each Principals Supervision

Table 37

Table 37 presented the data on the number of teachers under each principals' supervision. Table 37 revealed that the male principal has a mean average of 17.2 teachers under his supervision and a median number of 13.2 teachers under his supervision. For the 18 women principals the mean average number of teachers under the supervision of these principals is 13.30, and the median number of 13.0.

Educational Responsibilities Other than the Principalship

Table 38

The data in Table 38 revealed that of the eleven responsibilities

other than the principalship; the male principals indicated that these responsibilities ranged from a low of 12 or 12.90 per cent for researches covering the school to a high of 84 or 90.30 per cent making addresses and community meetings, respectively. The female teachers, in these responsibilities other than the principalship indicated a low of 2 or 1.8 per cent for attending court when pupils get into trouble to a high of 13 or 72.20 per cent for community meetings.

Number of Principals Having Direct Supervision of Extra-Curricular Activities

Table 39

The data in Table 39 revealed that 71 of the principals of the Negro secondary schools of Louisiana had direct supervision of extra-curricular activities. Table 39 further revealed that of the total of the 17 activities directly supervised by the principals ranged from a low of 1 or .6 per cent of the principals supervising band, home rooms, and glee clubs respectively, to a high of 34 or 20.80 per cent supervising assemblies by the men principals. Direct supervision of extra-curricular activities by the women ranged from a low of 1 or 2.80 per cent supervising Y. W. C. A., student council, athletics respectively, to a high of 9 or 25.0 per cent supervising assemblies.

Principals Holding Memberships in Civic and Social Organizations

Table 40

Table 40 revealed that of the total of 10 or 8.30 per cent, with 9 or 9.0 per cent and 1 or 4.9 per cent being male and female principals, respectively, who indicated they held memberships in Boy or Girl Scouts organizations; 21 or 17.4 per cent of the total number of one hundred and eleven principals, who were male principals, held memberships in the Masonic Lodge; 22 or 18 per cent of the total number of principals, with 19 or 19.0 per cent and 3 or 14.2 per cent of the male and female principals, respectively, held memberships in the N. A. A. C. P.; 14 or 60.70 of the female principals held memberships in the P. T. A.; 15 or 15 per cent of the male principals held memberships in the American Legion.

Professional Magazines Read by the Principals

Table 41

The data presented in Table 41 reveals that of the total of 89

or 31.0 per cent of the male and female principals, respectively, read the Louisiana Education Journal regularly; of the total of 45 or 14.60 per cent and 9 or 27.60 per cent of the male and female principals, respectively, read the N. E. A. Journal regularly; of 12 or 5.0 per cent and 2 or 6.70 per cent of the male and female principals, respectively, read Clearing House regularly; of the total of 16 or 6.70 and 2 or 6.70 per cent of the male and female principals, respectively, read the School Review regularly; of 12 or 5.0 per cent and 2 or 6.70 per cent of the male and female principals, respectively, read the American School Journal, regularly; of the total of 58 or 24.20 per cent and 4 or 12.10 per cent of the male and female principals, respectively, read the Boardman; of the total of 8 or .3 per cent and 1 or 3.0 per cent of the male and female principals, respectively, read the bulletin of the National Association of Secondary School Principals.

Types of Community Relations of These Principals

Table 42

The data presented in Table 42 revealed that of the 10 types of community relations listed, the male principals indicated that these activities ranged from a low of 7 or 7.50 per cent having a school paper to a high of 90 or 96.80 per cent for athletic events; of the 10 types of community relations, the female principals indicated that these activities ranged from a low of 2 or 5.60 per cent for having a school paper and definite public relations program to a high of 15 or 83.20 per cent for athletic events.

Relations With Superintendent and School Board

Table 43

The data presented in Table 43 revealed that 2 or 2.20 per cent of the male principals indicated that they meet with the board at its regular meeting. Not any of the female principals indicated that they met the school board at their regular meetings. Of the total of the one hundred and eleven principals, 93 or 100 per cent and 18 or 100.0 per cent of the male and female principals, respectively, indicated that they met with the school boards only when requested; of the total 88 or 94.60 per cent and 2 or 11.10 per cent, being male and female principals, respectively, who indicated that they requested meetings with the school boards; 75 or 80.50 per cent and 15 or 83.30 per cent of the male and female principals, respectively, indicated that they discuss business with the superintendent alone; 18 or 19.50 per cent and 14 or 77.70 per cent of the male and female principals respectively, indicated that they discuss problems with the board members individually. Table 43

further revealed that 90 per cent of all the principals, both male and female, discussed all school business with the superintendent alone.

The Principals' Relations With Staff Personnel

Table 44

The data presented in Table 44 revealed that of the 9 items listed, the male principals indicated that these items ranged from a low of 5 or 5.40 per cent each on selecting teachers alone and aiding in revising the salary schedule, to a high of 88 or 94.60 per cent for advising with the superintendent on the selection of teachers and getting substitutes when teachers are absent. The female principals ranged from a low of 0 per cent for rating teachers to a high of 17 or 94.4 per cent on conferring with applicants for positions.

Relations of Principals with Pupils and Parents

Table 45

The data presented in Table 45 reveals that of the total of the one hundred eleven principals of the Negro secondary schools of Louisiana, 65 or 69.90 per cent and 15 or 83.30 per cent of the male and female principals, respectively, meet with the students in making policies; of the total 14 or 15.0 per cent and 10 or 55.60 per cent of the male and female principals, respectively, permit students to meet with faculty committees; of the total 14 or 15.0 per cent and 4 or 22.20 per cent of the male and female principals, respectively, permit parents to work jointly with the faculty on school policies; of the total 85 or 92.50 per cent and 11 or 61.10 per cent of the male and female principals, respectively, permitted advisory parent committees to participate in school policies.

Accounting and Budgetary Practices of the Principals

Table 46

Table 46 presented the data on accounting and budgetary practices of the principals of the Negro secondary schools of Louisiana. Of the 10 items listed on accounting and budgetary practices, the male principals' responses on the items ranged from a low of 12 or 12.90 per cent on having an auditor to audit school records, to a high of 93 or 100.0 per cent on making financial statements to the superintendent. The female principals' responses ranged from a low of 3 or 16.70 per cent having an auditor to audit their records

to a high of 15 or 83.30 per cent for keeping records of school accounts.

Conclusions.-- On the basis of the analysis of the data as made in Chapter II, the writer believes the conclusions to follow are justified.

1. Although the one hundred and eleven principals of the Negro secondary schools of Louisiana are improving in their training status as a group, eighty-one or 73.0 per cent of the total number of the one hundred and eleven principals do not hold the Master's degree, which is required for the principalship by the Louisiana State Department of Education.
2. The evidence would seem to warrant the conclusion that most of the one hundred and eleven principals of the Negro secondary schools of Louisiana are being recruited from the upper, lower and middle class of the population as measured by the usual indices of socio-economic status.
3. Another noteworthy conclusion is that the majority of the one hundred and eleven principals of the Negro secondary schools of the state of Louisiana preferred and received their training in the state institutions as contrasted to private institutions. All of the principals who hold Master's degrees earned them from institutions located out of the state of Louisiana.
4. There is a marked uniformity in the duties and activities performed by the principals; although the principals of the largest high schools have less teaching duties or none at all.
5. The majority of the principals did not have a definite public relations program.
6. The majority of the principals did not have a budget at the

beginning of the term for funds needed; nor did they have a budget for the spending of funds.

Implications.--- The analysis of the data presented in this study have clearly brought out some significant implications in regards to the principals of the Negro secondary schools of Louisiana.

First, it is apparent that the one hundred and eleven principals of the Negro secondary schools of Louisiana are improving themselves, in terms of academic and professional training.

Second, the evidence points toward the need of the principals being prepared to supervise the elementary school subjects because a majority of the principals supervised combined elementary and high schools.

Third, the fact that for the most part, principals of the high schools were taken from a desirable socio-economic level; that should be some assurance that the pupils are being exposed to wholesome, moral and spiritual influence during the crucial period of their character and citizenship development.

Fourth, evidence points to the need of the principals being better prepared in accounting and budgetary practices.

Recommendations.--- The chief recommendations that will be made here are to be derived from the interpretation of the data of this research are characterized below.

1. That the principals of the Negro secondary schools of Louisiana take more graduate training in school administration and supervision of the elementary subjects.
2. That the school boards relieve the principals of enormous teaching-leads which the majority of the principals have now. This

can be done by securing sufficient teacher-personnel as well as efficient personnel in terms of standard teacher-pupil ratios.

3. Further, it is recommended that the principals have more time for careful and constant supervision of instruction.
4. That more of the principals regularly read professional magazines in their field.
5. It is recommended that the principals have training in more types of extra-curricular activities other than assemblies and athletics.
6. That more of the principals have definite public relations programs.
7. It is recommended that the principals take special courses in budgetary and accounting practices.

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APPENDIX

A STUDY OF THE STATUS OF PRINCIPALS IN THE NEGRO SECONDARY
SCHOOLS IN LOUISIANA FOR THE YEAR, 1953-1954

SCHOOL OF EDUCATION

ATLANTA UNIVERSITY
ATLANTA, GEORGIA

A QUESTIONNAIRE

FOR ALL OF THE PRINCIPALS EMPLOYED IN NEGRO HIGH SCHOOLS IN
THE STATE OF LOUISIANA FOR THE YEAR, 1953-1954

Name _____ Address _____
Name of School _____ Location _____
Permanent Address _____
Street City State
Date of Birth _____ Place of Birth _____
Month Day Year City State

This questionnaire has been constructed so as to make your task in answering the items thereon as easy as possible. Most of the items call for only a single check-mark. Each item has been so devised as to demand the minimum of judgement and writing. This has resulted in somewhat of a bulky questionnaire, but you will find this questionnaire unusually convenient. Please be as accurate and conscientious as possible in all of your answers.

Directions: If any item is not quite clear to you, please furnish the information in accordance with your interpretation rather than omit it. Remarks on any of the items will be greatly appreciated.

When the questionnaire has been properly executed, please return it in the self-addressed and stamped envelope, herewith enclosed, to J. E. Williams, Coleman High School, Gibsland, Louisiana. Thanks very much.

1. What type of high school are you the principal of? 2. What is your sex?

a. Separate high school _____
b. Combination elementary
and high school _____

a. Male _____
b. Female _____

3. Indicate with a cross (x) your marital status:
(Check here)

.....a. Married
b. Single
c. Separated
d. Widow or Widower
e. Divorced

4. If married how many children do you have?
(Check here)

.....a. None
b. One
c. Two
d. Three
e. Four
f. Five or more

5. Indicate with a cross (x) your early environment; where you spent the most of your life until the age of 21 years.
Be sure to check only one item.

.....a. farm
b. small town (under 2000 population)
c. city (2000 to 15,000 population)
d. city (16,000 and over)

6. Indicate with a cross (x) your religious preference:
(Check here)

.....a. Roman Catholic
b. Methodist
c. Presbyterian
d. Congregational
e. Lutheran
f. Baptist
g. Episcopalian
h. Others

7. If you have no religious preference, put a cross (x) in this space below:

.....no preference

8. If you are a member of the sect indicated in item 6 above, put a cross (x) in the blank below:

.....church member

9. In the list below, indicate with a cross (x) your father's occupation while living. In case more than one occupation has been held, check only the one which was followed for the greatest number of years. (Be sure to check but one item).

(a).....farmer, agriculturist

(b).....agent, office worker, salesman

(c).....banker, financial agent

(d).....contractor, building trade, carpenter, bricklayer, plumber

(e).....government and public service

(f).....merchant, dealer, proprietor

(g).....Profession: doctor, lawyer, dentist, teacher, preacher

(h).....railroad employee

(i).....mining (laborer)

(j).....trades other than building (skilled mechanic, painter, decorator, etc.)

(k).....Unskilled laborer

(l).....Janitorial service

(m).....domestic service

10. Indicate with a cross (x) the amount below which best represent the amount your father earns per year.

- (a).....\$0 to \$499
- (b).....\$500 to \$999
- (c).....\$1000 to \$1499
- (d).....\$1500 to \$1999
- (e).....\$2000 to \$2999
- (f).....\$3000 to \$3999
- (g).....\$4000 and more

11. Indicate with a cross (x) your mother's occupation (living or deceased):
(Check here)

- (a).....housewife
- (b).....seamstress
- (c).....nurse
- (d).....beautician
- (e).....teacher
- (f).....domestic help
- (g).....laundress
- (h).....typist
- (i).....insurance agent
- (j).....musician
- (k).....any other occupation

12. Indicate with a cross (x) the amount below which best represents the amount your mother earns per year:

- (a).....\$0 to \$499
- (b).....\$500 to \$999
- (c).....\$1000 to \$1499
- (d).....\$1500 to \$1999
- (e).....\$2000 to \$3000

13. Indicate with a cross (x) the number of children in your parents' home:

- (a)..... 1
- (b)..... 2
- (c)..... 3
- (d)..... 4
- (e)..... 5 or more

14. Indicate with a cross (x) the religious preference of your parents.

- (a).....Roman Catholic
- (b).....Methodist
- (c).....Presbyterian
- (d).....Congregational
- (e).....Lutheran
- (f).....Baptist
- (g).....Episcopalian
- (h).....Others

15. Check the type of Louisiana certificate held by you:

- (a).....Type A
- (b).....Type 1-B Professional
- (c).....Type C
- (d).....Professional Life

16. Applies to all those who have earned a Bachelor's degree in an institution located in Louisiana. In the list below, indicate with a cross (x) the institution which granted the degree.

(a).....Southern University

(b).....Dillard University

(c).....Leland College

(d).....Xavier University

(e).....Grambling College

List any other institution in the state where you earned your Bachelor's degree, in the blank below

Name of institution.....

17. Applies only to those who have earned a Bachelor's degree outside of the state of Louisiana. In the list below, indicate with a cross (x) the institution from which you earned the degree. If the institution from which you graduated is not the one from which you earned most of your undergraduate credit, indicate with a zero (0) the institution in which you did most of your undergraduate work. In the latter case, both an (x) and a (0) should appear in this list.

(a).....Prairie View State College

(b).....Wiley College

(c).....Tuskegee

(d).....Bishop College

(e).....Alcorn

(f).....Fisk

(g).....Tennessee State

(h).....Arkansas State

18. List any other institution in blank below:

.....

19. In the list below indicate with a cross (x) the item which best describes the highest level of your present education. Start at the beginning and read through the list until you find the item which best fits your one item.

(a).....graduate of one year (36 weeks) normal or teachers' college without diploma

(b).....graduate of one year (36 weeks) normal or teachers' college with diploma

(c).....36 weeks (one academic year) of college or university training

(d).....54 weeks ($1\frac{1}{2}$ academic year) of normal or teachers' college training

(e).....54 weeks ($1\frac{1}{2}$ academic year) of college training

(f).....72 weeks (2 academic years) of normal or college courses

(g).....72 weeks (2 academic years) of college or university training

(h).....90 weeks ($2\frac{1}{2}$ academic years) of college or university training

(i).....90 weeks ($2\frac{1}{2}$ academic years) of normal or teachers' college

(j).....108 weeks (3 academic years) of college or university training

(k).....108 weeks (3 academic years) of normal or teachers' college

(m).....126 weeks ($3\frac{1}{2}$ academic years)
of normal or teachers'
collejo training

(n).....graduate of four-year normal
course with certificate but
without degree

(o).....graduate of four-year normal
course with degree

20. Applies to holders of the Bachelor's degree who have done graduate work. Indicate with a cross (x) the institution in which you have earned most of your graduate credit.

Note: Check only one institution

(a).....Atlanta University

(b).....Columbia University

(c).....University of Michigan

(d).....Tuskegee Institute

(e).....Hampton Institute

(f).....Howard University

(g).....Cornell University

(h).....Ohio State University

(i).....New York University

(j).....Florida A. and M. College

(k).....Fisk University

(l).....Wilberforce University

(m).....University of Chicago

(n).....University of Iowa

(o).....Any other institution not
named above

Name of Institution.....

City.....State.....

21. Applies to holders of the Bachelor's degree who have had graduate work. Indicate with a cross (x) the item below which best represents the total number of undergraduate hours credit in Education you have earned to date. (For your convenience quarter hours have been changed to their equivalent semester hours value).

(a).....no graduate credit

(b).....2 to 6 semester hours
(3 to 9 quarter hours)

(c).....7 to 12 semester hours
(10 to 18 quarter hours)

(d).....13 to 18 semester hours
(19 to 27 quarter hours)

(e).....19 to 24 semester hours
(28 to 36 quarter hours)

(f).....25 to 30 semester hours
(37 to 45 quarter hours)

(g).....31 to 36 semester hours
(46 to 54 quarter hours)

22. Please check the number of graduate credit in school administration.

1. (a).....no graduate credit in
school administration

(b).....2 to 6 semester hours
(2 to 9 quarter hours)

(c).....7 to 12 semester hours
(10 to 18 quarter hours)

(d).....13 to 18 semesters (19
to 27 quarter hours)

(e).....19 and over semester
hours (28 and over
quarter hours)

23. Please check the number of credit in supervision of elementary school subjects.

(a).....no graduate credit in
elementary school subjects

(b).....2 to 6 semester hours
(2 to 9 quarter hours)

- (c).....7 to 12 semester hours (10 to 18 quarter hours)
- (d).....13 to 18 semester hours (19 to 27 quarter hours)
- (e).....19 and over semester hours (28 and over quarter hours)

24. Please check the number of graduate credit in supervision of secondary school subjects.

- (a).....no graduate credit in secondary supervision
- (b).....2 to 6 semester hours (2 to 9 quarter hours)
- (c).....7 to 12 semester hours (10 to 18 quarter hours)
- (d).....13 to 18 semester hours (19 to 27 quarter hours)
- (e).....19 and over semester hours (28 and over quarter hours)

25. Please check the number of graduate credit in general courses in education.

- (a).....no graduate credit in general education
- (b).....2 to 6 semester hours (2 to 9 quarter hours)
- (c).....7 to 12 semester hours (10 to 18 quarter hours)
- (d).....13 to 18 semester hours (19 to 27 quarter hours)
- (e).....19 and over semester hours (28 and over quarter hours)

26. Indicate with a cross (x) the item below which best represents the total number of years experience you have had in school work, including this present school-year 1953-54. If this is your first teaching then check item:

- (a).....one year
- (b).....two years
- (c).....three years
- (d).....four years
- (e).....five years
- (f).....six years
- (g).....seven years

(h).....eight years

(i).....nine years

(j).....ten years

(k).....eleven years to fifteen years

(l).....sixteen to twenty years

(m).....twenty years and over

27. Indicate with a cross (x) the item below which best represents the number of years you have spent in your present position including the present school year (1953-54) e.g., if you indicate 5 years in the same position within the same system in which you are now employed. Be sure to include this present school year in checking the proper item.

(a).....one year

(b).....two years

(c).....three years

(d).....four years

(e).....five years

(f).....six years

(g).....seven years

(h).....eight years

(i).....nine years

(j).....ten years

(k).....eleven to fifteen years

(l).....sixteen years and over

28. Please place a cross (x) before the item below which best describes the total enrollment (including elementary and high school) of the school of which you are now principal.

(a).....1 to 24

(b).....25 to 49

(c).....50 to 74

(d).....75 to 99

(e).....100 to 149

- (f).....150 to 199
- (g).....200 to 249
- (h).....250 to 299
- (i).....300 to 499
- (j).....500 to 749
- (k).....750 to 999
- (l).....1000 to 2499
- (m).....2500 and above

29. Give your salary in your present position. (Be sure to give your salary on both the monthly and the annual basis).

Monthly basis

\$.....per month for.....
months (how many)?

Annual basis

\$.....per year

30. Indicate with a cross (x) the number of dependence you have.

- (a).....one
- (b).....two
- (c).....three
- (d).....four
- (e).....five
- (f).....six
- (g).....seven or more

31. In the list below, place a cross (x) before the extra-curricular activities over which you have direct supervision at present.

- (a).....Assemblies(not study hall duties)
- (b).....Athletics
- (c).....Banking
- (d).....Boy or Girl Scouts
- (e).....Class advisor

- (f).....Club activities
- (g).....Commencements
- (h).....Debating
- (i).....Dramatics
- (j).....Girl Reserves
- (k).....Glee clubs, boys or girls
- (l).....Home room
- (m).....Honor societies
- (n).....Orchestra or band
- (o).....Red Cross
- (p).....Student council
- (q).....Y.W.C.A. or Hi-Y

32. If you have had training or participation in the activities which you have indicated in (31), place a cross (x) before the same activities in which you have had training; and place a zero (0) before the same activity in which you have had participation in the list below. If you have had both training and participation in the same activity, then both a cross (x) and a zero (0) should appear in the same blank or blanks.

Note: Your check marks made here are to be made only with reference to items checked in question(31)above.

- (a).....Assemblies (not study halls)
- (b).....Athletics
- (c).....Banking
- (d).....Boy or Girl Scouts
- (e).....Class advisor
- (f).....Club activities

(g).....Commencements
 (h).....Debating
 (i).....Declamatory
 (j).....Dramatics
 (k).....Girl Reserves
 (l).....Glee clubs, boys or girls
 (m).....Homo Room
 (n).....Honor societies
 (o).....Orchestra and Band
 (p).....Red Cross
 (q).....School parties
 (r).....School publications
 (s).....Secret Societies
 (t).....Student Councils
 (u).....Student participation in
 school control
 (v).....Y.W.C.A. or Hi-Y

(e).....Botany
 (f).....Chemistry
 (g).....Child Welfare
 (h).....Coaching and Athletics
 (i).....Commerce
 (j).....Economics
 (k).....Education
 (l).....Engineering
 (m).....English
 (n).....French
 (o).....German
 (p).....History
 (q).....Homo Economics
 (r).....Hygiene
 (s).....Industrial Science
 (t).....Journalism
 (u).....Library Methods
 (v).....Manual Arts
 (w).....Mathematics
 (x).....Music

(y).....Physical Education
 (z).....Physics
 Political Science
 Psychology
 Rural Education
 Sociology
 Spanish
 Speech

33. In the list below do the following things:

a. Indicate with a cross (x) your major subjects in your undergraduate training.

b. Indicate with a zero (0) your minor subject in your undergraduate training.

Note: By major is meant the subject of greatest importance on basis of credits earned. By minor is meant the subject of next importance on the basis of credits earned.

(a).....Agriculture
 (b).....Astronomy
 (c).....Bacteriology
 (d).....Biology

.....Vocational Education

Regularly Occasionally

.....Zoology

c. L.E.A. Journal

.....General Science (composite
major or minor)

d. N.E.A. Journal

.....Social Studies (composite
major and minor)

e. Clearing House

f. School Review

g. American School
Board Journal

34. Indicate the number of years of
experience you have had in the
following:

a. Elementary School Principal

And

1 2 3 4 5 6 7 8 9 10 11 over
() () () () () () () () () () ()

b. Elementary School Teacher

And

1 2 3 4 5 6 7 8 9 10 11 over
() () () () () () () () () () ()

c. High School Principal

And

1 2 3 4 5 6 7 8 9 10 11 over
() () () () () () () () () () ()

d. High School Teacher

And

1 2 3 4 5 6 7 8 9 10 11 over
() () () () () () () () () () ()

35. List the civic and social organi-
zations in which you hold memberships.

a.....

b.....

c.....

d.....

36. Indicate with a cross (x) the pro-
fessional magazines you read:

Regularly Occasionally

a. School Executive

b. Nations Schools

37. Indicate with a cross (x) the
exercise of your franchise.

a. Are you a registered voter?

Yes..... No.....

b. Do you vote regularly?

Yes..... No.....

PART II

DUTIES OF THE PRINCIPAL

Duties of Activities	Indicate by X if duty is actually performed by you.		Indicate by X if this is de- legated to others		Indicate whether you think you should do this.	
	Yes	No	Yes	No	Yes	No
A. Supervision: Do you-						
1. Help each teacher with her problems?						
2. Interview, study and adjust individual pupils?						
3. Lead general discussions at teachers meetings?						
4. Provide teachers with extensive instructional materials?						
5. Work with groups of teachers on problems of their own choosing?						
6. Ask individual teachers to make reports at teachers meetings?						
7. Appoint committees of teachers to report at teachers meetings?						
8. Give tests to classes?						
9. Give or arrange for demonstration classes?						
10. Assist with central office researches covering the school?						
11. Conduct, on your own, research studies for instruction and learning?						
12. Ask supervisors to examine and give reports on classes?						
13. Teach or coach groups of pupils?						
14. Give lectures on instructional problems at teachers meetings?						
15. Publish supervisory bulletin periodically for teachers?						
16. Have workshops or in-service training for teachers?						
17. Conduct intervisitations with other schools or groups?						
18. Other						
B. Administration: <u>Instruction</u> Do you-						
1. Direct counseling services?						
2. Keep records on teaching efficiency?						
3. Keep scholastic records and reports?						
4. Contact parents on instructional problems?						

Duties or Activities	Indicate by X if duty is actually performed by you.		Indicate by X if this is de- legated to others		Indicate whether you think you should do this.	
	Yes	No	Yes	No	Yes	No
<u>Adm.- Cont'd</u> Do you-						
5. Keep orders and records on instructional supplies and equipment?						
6. See to it that each teacher and pupil have suitable room assignments and pleasant physical surroundings?						
7. Check teachers lessons plans?						
8. Other						
<hr/>						
<u>Staff Personnel:</u> Do you-						
1. Advise with superintendent (or board) on selection of teachers?						
2. Select teachers alone?						
3. Make recommendations for assignments, promotions and dismissals?						
4. Aid in development or revisions of salary schedule?						
5. Assign teachers within school?						
6. Have right to refuse services of teachers or other personnel selected by board or supt.?						
7. Confer with applicants for positions?						
8. Rate teachers?						
9. Get substitutes when teachers are absent?						
10. Other						
<hr/>						
<u>Office:</u> Do you-						
1. Have full-time clerks?						
2. Have part-time clerks?						
3. Have student help?						
4. Delegate routine duties to others?						
5. Have an office?						
6. Other						
<hr/>						
<u>Finance:</u> Do you-						
1. Have a school treasurer?						
2. Keep records of school accounts?						
3. Conduct fund raising campaigns?						

Duties or Activities	Indicate by X if duty is actually performed by you.		Indicate by X if this duty is delegated to others.		Indicate whether you think you should do this.	
	Yes	No	Yes	No	Yes	No
<u>Adm. - Cont'd</u> Do you-						
4. Have an auditor to audit your records?						
5. Have a standard budget for the regular spending of funds?						
6. Have a budget at the beginning of the year for funds needed throughout the year?						
7. Have a plan at the beginning of the year for the getting of necessary funds?						
8. Act as central school treasurer?						
9. Make a financial statement to the public of funds spent during the year?						
10. Make a financial statement to the board or supt. of funds spent during the year?						
11. Other						
<hr/>						
<u>Business:</u> Are you-						
1. Responsible for requisitioning supplies?						
2. Held responsible for supplies?						
3. Held accountable for textbooks?						
4. Equipped with school store as a part of your school plant?						
5. Held responsible for preparing annual inventories?						
6. Responsible for general oversight and care of all school properties?						
7. Other						
<hr/>						
<u>School Plant:</u> Do you-						
1. Make continuous inspections for safety and maintenance of school plant?						
2. Supervise alterations and repairs?						
3. Actually perform alterations and repairs?						

Duties or Activities	Indicate by X if duty is actually performed by you.		Indicate by X if this duty is delegated to others.		Indicate whether you think you should do this.	
	Yes	No	Yes	No	Yes	No
<u>Adm. - Cont'd Do you-</u>						
4. Supervise clean-up campaigns?						
5. Participate in clean-up campaigns?						
6. Aid in the development of building plans?						
7. Others						
<hr/>						
<u>Pupil Personnel: Do you-</u>						
1. Have responsibility for their safety to and from school?						
2. Have responsibility for their safety on the playground?						
3. Keep records of attendance and behavior?						
4. Keep records of marks of pupils on tests, examinations, papers, notebooks?						
5. Examine tests (quarter or semester) before they are given to pupils?						
6. Maintain health services and health records of pupils?						
7. Help the student council, senior class, and other groups with special problems?						
8. Study causes of failure and help pupils overcome their obstacles?						
9. Attend court and confer with officials when pupils get into trouble?						
10. Confer with and keep records on educational and vocational plans of pupils?						
a. While in high school?						
b. After leaving high school?						
11. Other						
<hr/>						
<u>Pupil and Parent Participation: Do you-</u>						
1. Meet with students, individually or in groups, or administrative making policies?						
2. Permit students to participate on joint committees with the faculty?						

Duties or Activities	Indicate by X if duty is actually performed by you.		Indicate by X if this duty is delegated to others		Indicate whether you think you should do this.	
	Yes	No	Yes	No	Yes	No
Adm. - Cont'd Do you-						
C. Miscellaneous: Do you-						
1. Study teacher's reports?						
2. Hire:						
a. Janitors?						
b. Maids?						
c. Cooks?						
d. Others						
3. Confer with Janitors, maids, cooks?						
4. Supervise cafeteria and school lunch program?						
5. Have a cafeteria?						
school lunch program?						
school store?						
6. Interview or confer with						
a. Book salesman?						
b. Candy salesman?						
c. Agents?						
d. Visitors?						
e. Inspectors (fire, etc.)?						
7. Teach regular classes?						
8. Sign checks, pay bills for school?						
9. Keep in touch with recent literature and new movements in secondary education?						
10. Arrange and attend faculty meetings?						
11. Attend professional meetings, conventions, etc.?						
12. Write recommendations for:						
a. People in community?						
b. Students seeking jobs?						
c. Students going to other schools?						
13. Help select audio-visual aids, maps, and other teaching aids?						
14. Sell candies and goods in school store?						
15. Conduct:						
a. Fire Drills?						
b. Negro History Week?						
c. Book Week?						
d. Fire Prevention Week?						
e. Others						
f.						

Duties or Activities	Indicate by X if duty is actually performed by you.		Indicate by X if this duty is delegated to others		Indicate whether you think you should do this.	
	Yes	No	Yes	No	Yes	No
Misc. Cont'd. Do you -						
16. Coach basketball?						
Football?						
Track?						
Baseball?						
Dramatics?						
Debating?						
Public Speaking?						
Choral groups?						
Others _____						

Others: (If there are other duties not listed above which you perform please add to this list and check proper responses. If a duty has been omitted which you do not perform but which you think you should do or would do if you had the available personnel, time, or space, please list below and check the proper responses).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

PART III

THE PRINCIPAL'S SCHEDULE

This schedule has been arranged so as to include the daily activities and the scheduled activities of the principal. The example given below is indicative of how a principal's schedule might look. Please fill in the spaces according to the activities you do from day to day. If you teach classes, please indicate your class schedule. The time or class period is to be filled in by the principal beginning with his arrival at school, until he leaves in the afternoon.

Period	Mon.	Tues.	Wed.	Thurs.	Fri.
8:00	Inspection				
8:15	of rooms & yards		Office	Inspection of school plant	
8:15	Tchrs. Conf.		Distribute		
8:45	Conf. Mrs. X		Supplies		Office
8:45					
9:00	Attendance Reports				
9:01					
9:45	Class	Class	Class	Class	Class

Identify subjects taught by grade and subject as: 9th science, 10th history, etc.

Subjects 1. _____ 3. _____ 5. _____
Taught: 2. _____ 4. _____ 6. _____

Please Fill in Spaces may be subdivided if necessary to make shorter or additional periods. (In the schedule below).

[illegible]

PART IV

Amount of time (in minutes) spent in the performance of the duty

Duty or Activity	Daily	Weekly	Monthly	None
1. Teaching Classes				
2. Examining and Keeping Records				
3. Preparing Reports				
4. Observing classroom instruction				
5. Inspecting Buildings, grounds				
6. Conference with parents				
7. Conferences with students				
8. Conference with visitors				
9. Conference with teachers				
10. Conference with supervisor				
11. Conference with superintendent				
12. Teachers' Meetings				
13. Collecting Dues from Teachers for National, State, Local Organizations				
14. Checking arrival teachers				
15. Professional Group-Meetings				
16. P.T.A. Meetings				
17. Disciplinc of pupils				
18. Supervising Recess, Corridors				
19. Reading Professional Publications				
20. Reading General-Cultural Publications				
21. Vocational Night School				
22. Conferring with school nurse or physician				
23. Planning Programs				

Amount of time (in minutes) spent in performance of the duty

Duty or Activity	Daily	Weekly	Monthly	None
24. Planning Drives (T-B Seals, Red Cross, Paralysis, etc.)				
25. County Wide Teachers' Meeting				
26. Assisting Teachers with classroom projects				
27. Field Day or Tournaments				
28. Conferring with visiting-teacher				
29. Making home visits				
30. Conference lunch room manager				
31. Supervising lunch room procedures line, tickets for meals, etc.				
32. School assemblies				
33. Administering group tests				
34. Computing I.Q.'s or similar relations				
35. Supervising bus loading and unloading children				

Entrance into the Principalship

1. Who first recommended you for a principalship?

- a. By the supervisor of schools _____
- b. By your own principal where you taught _____
- c. By the superintendent of school _____
- d. By a School Board member _____
- e. By a citizen's group _____
- f. By a State Department official _____

2. What subjects or grades you taught before becoming a principal?

a. Elementary School

First Grade _____
 Second Grade _____
 Third Grade _____
 Fourth Grade _____
 Fifth Grade _____
 Sixth Grade _____
 Seventh Grade _____
 Eighth Grade _____

b. High School

English _____
 Mathematics _____
 History _____
 Science _____
 Foreign Language _____
 Manual Arts _____
 Home Economics _____
 Agriculture _____

Physical Educ. _____
 Coaching _____
 Social Studies _____

C. College
 Instruction _____

3. Time of Training for Principalship

- a. Before becoming a principal _____
- b. After becoming a principal _____